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ABSTRACT

This document reports the methods and results of a study conducted to develop statements of philosophy, goals, and division objectives for Lake Michigan College. The two main sources from which these were developed were: (1) laws, statutes, and constitutional provisions affecting operations of the college, along with existing philosophy and goals; and (2) seven opinion surveys of the college publics. The first source served as the basis for developing the questionnaires which were used in surveying Lake Michigan College constituents. The questionnaire responses, in turn, served as the basis from which tentative statements of philosophy, goals, and division objectives were synthesized. A Total of 2, 579 responses from college publics provided the information used to develop institutional goals. A door-to-door survey of the general population yielded about 67% of the responses; college students provided about 23%; college administrators, teachers, and non-teaching employees provided 3%; mail surveys of local business, industrial, and labor leaders provided 4%, as well as 1% each from local government, civic leaders, and area educators. The questionnaires consisted of a core area of 12 forced-choice goal-option questions and open-ended questions. A tentative statement of philosophy and six institutional goals were formulated from the survey results. Study instrumentation and a bibliography are appended. (Author/JDS)

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DEVELOPMENT OF LAKE MICHIGAN COLLEGE'S PHILOSOPHY, GOALS, AND OBJECTIVES

by

Rudolf E. Klimes
LeVerne Bissell
Jean Marshalleck

1976

CENTER FOR STUDIES AND SERVICES IN EDUCATION
Andrews University
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PREFACE

The board of trustees and administration of Lake Michigan College requested the Center for Studies and Services in Education of Andrews University to undertake the present study. Thus this report, while having many implications to the general area of philosophy, goal, and objective development at institutions of higher learning, is primarily directed to the board and trustees and administration of Lake Michigan College.

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CHAPTER I

INTRODUCTION

Educational planning is a process for determining where to go in education and how to get there. The establishment of goals, according to Educational Planning, is the first step in the educational planning process (Brieve, 1973, pp. 8-10). Unless the educational institution has a set of goals and objectives, it is difficult to evaluate its accomplishments. The nation and the community have high expectations of education. Since administrators and educators are held accountable for the outcomes of education, they feel the pressure of these expectations. Accountability in education has made the setting of goals an important step in the planning process.

Serving the needs of the people and seeking to promote the potential intellectual growth of all educable citizens in the country is the overall aim of education. With this as a starting point, the development of goals goes through several steps, namely: developing a philosophy, establishing goals and specific objectives, determining the importance of these goals, making plans for action, arriving at performance standards and measurement criteria, stating anticipated problems, weighing the resources required to carry out the planned action, and providing for the interaction of organizational and individual goals (Hughes, 1965, pp. 102-105).

Goals, once set, serve as tools for the institution to examine its real situation. Without deciding upon the desired and valued competencies, proficiencies, and other outcomes to be achieved, it is impossible

to know what the institution is accomplishing and how it can improve. Again, when developing a long-range master plan, it is important to set long-term goals.

The Problem

Institutions need to evaluate their operation constantly. Set goals and objectives serve as measuring sticks for evaluation. Goals and objectives need to be updated periodically because society undergoes continual change, and education is expected to change accordingly. What one needs today may not be considered as relevant to the societal needs tomorrow. The launching of Sputnik by Russia, for example, caused a measurable change in the educational emphasis in the United States. Stimulated by this Russian space accomplishment, national expectation of schools demanded a curriculum with far more emphasis on science, mathematics, and language. An era of innovations in instruction and curriculum, catering to the individual needs and abilities of students and aiming at the potential development of students, was started. The educational goals of two decades ago can no longer meet the demands of today's society. Schools and colleges find themselves reexamining and revising their goals as they formulate a long-range master plan. It is felt that a full and systematic development of these goals is needed to form the basis for master planning and for the implementation and evaluation of the master plan.

Purpose of the Study

The purpose of the study was to develop suggested statements of philosophy, goals, and objectives for Lake Michigan College on the basis

of (1) the laws, statutes, and constitutional provisions affecting the operations of the college and (2) the opinion of the college publics, obtained mainly through questionnaires. This study to review and reformulate institutional, administrative, and departmental goals for the Lake Michigan College was undertaken in order to provide criteria for institutional self study, for developing operational guidelines, and for subsequent reevaluation. The study, therefore, involved the:

1. Examination of the goal-related provisions found in the laws, statutes, and constitutional provisions affecting colleges in Michigan
2. Analysis of existing statements of philosophy, goals, and objectives for Lake Michigan College
3. Compilation of opinions sought from Lake Michigan College publics on what should be the goals of the College

Delimitation

The study was delimited to Lake Michigan College and its publics. The value judgments were those of the constituency, administration, faculty, and students of Lake Michigan College.

Definitions

The educational philosophy of an institution is a composite statement based upon the beliefs, concepts, and attitudes basic to the operation of the college. Goals state the desired and valued competencies and the general levels of proficiency to be achieved. Objectives are statements of observable and measurable achievement, accomplished under specific conditions, reflecting the critical factors required for

the achievement of a goal (Far West Laboratory for Educational Research and Development, 1971, pp. 2-3).

Theoretical Framework

It is intended that the different statements of value (philosophy), of direction (goals), and of measurable outcomes (objectives), as illustrated in figure 1, all help move the institution towards the same end--desired educational outcomes.

Figure 2 shows the connection of goals and objectives in the institutional, departmental, and curricular-instructional levels. Departmental goals and objectives are derived from the goals and objectives of the

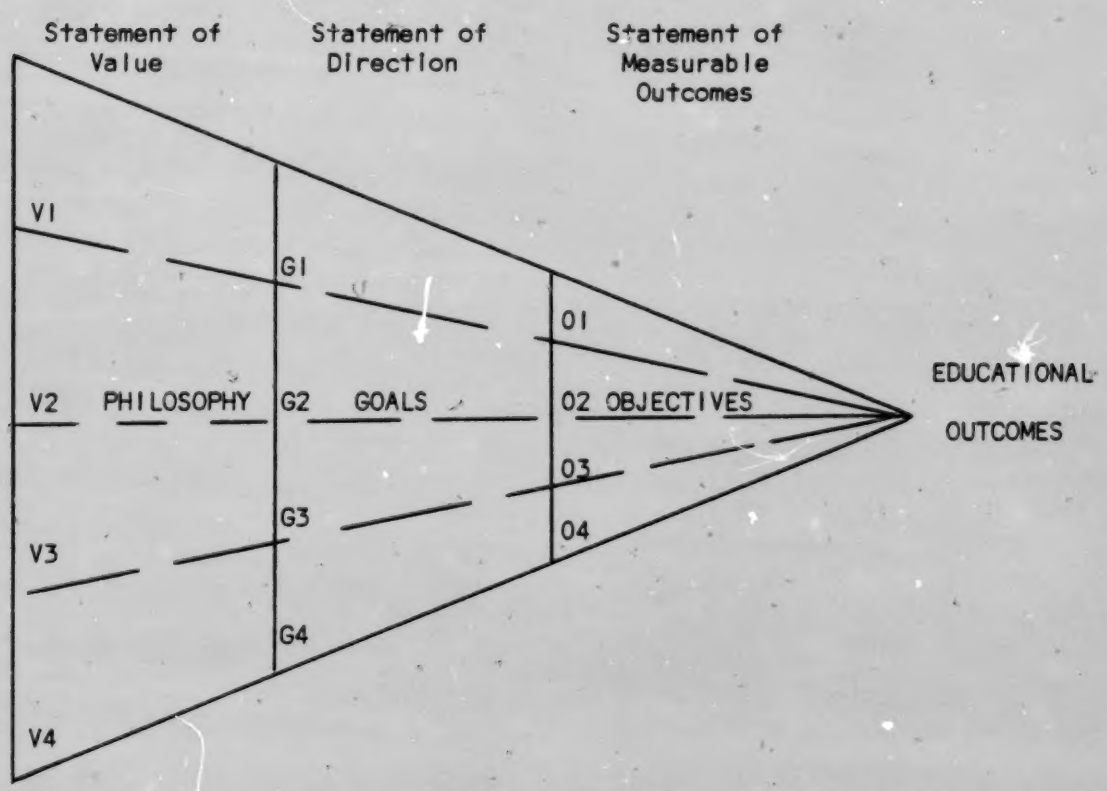


Figure 1. Model of the Relationship of Philosophy, Goals and Objectives

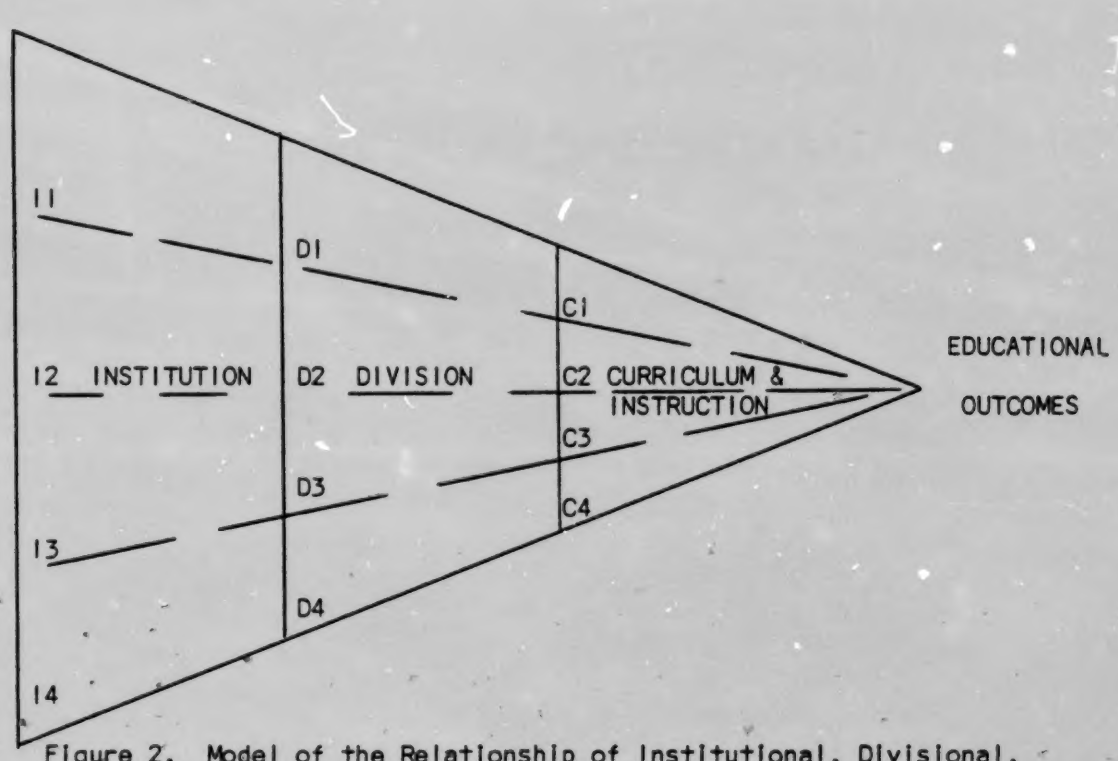


Figure 2. Model of the Relationship of Institutional, Divisional, Curricular-Instructional Goals and Objectives

institution. Curricular and instructional goals and objectives are derived from departmental goals. These different levels of goals and objectives also move towards the same educational outcomes.

The area of study concerning institutional philosophy, goals, and objectives may be grouped into the larger field of institutional intent statements. A model of intent statements for higher education, with special reference to Lake Michigan College, is presented in figure 3.

The institutional philosophy is the all-pervasive thought-form permeating the institution. Within this context, the institutional goals provide a broad framework for the general direction in which the institution is to move. Then each division or school of the institution of higher education establishes its goals and objectives within the framework of the institutional philosophy and goals. In this process, the

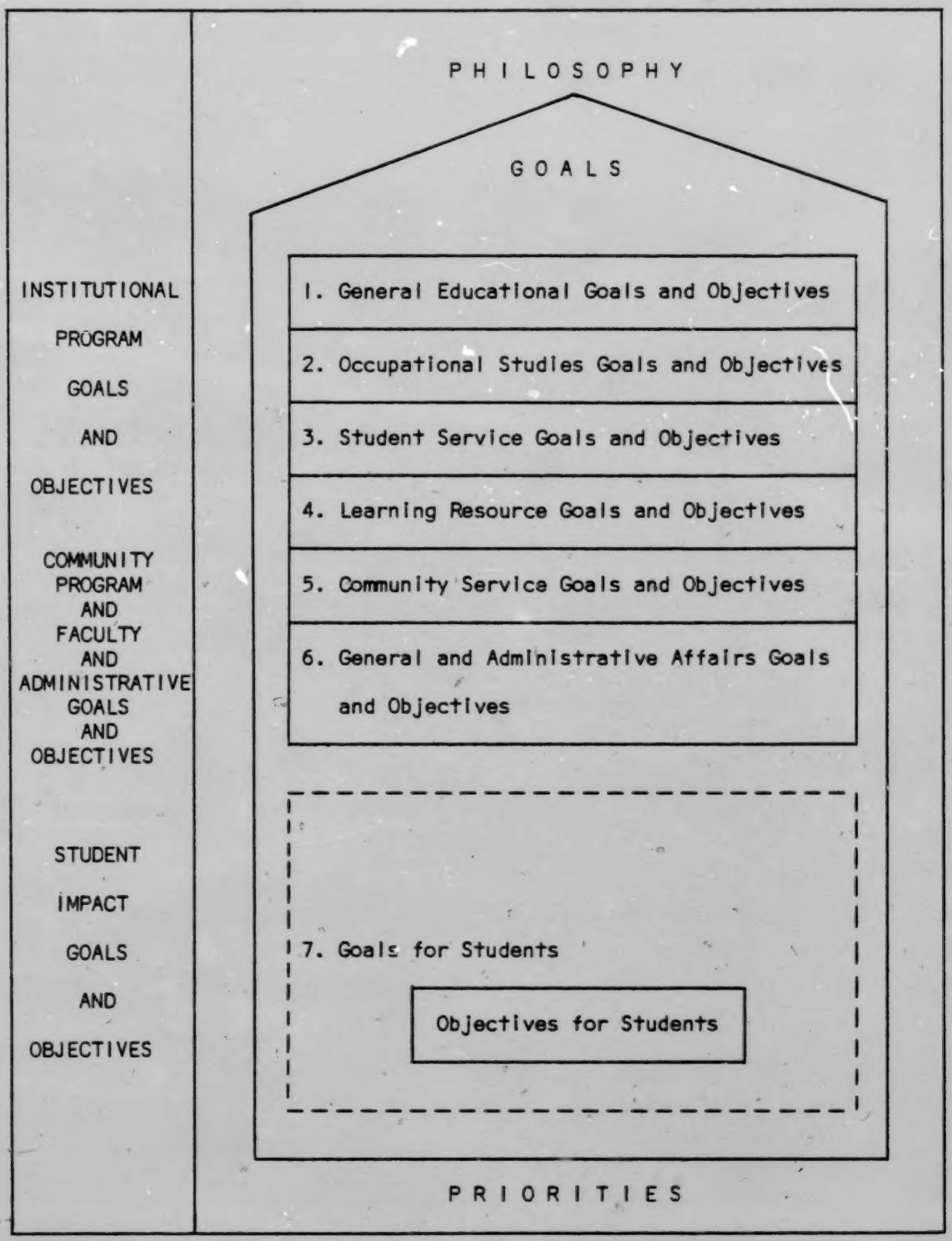

PHILOSOPHY
GOALS
INSTITUTIONAL PROGRAM GOALS AND OBJECTIVES
COMMUNITY PROGRAM AND FACULTY AND ADMINISTRATIVE GOALS AND OBJECTIVES
STUDENT IMPACT GOALS AND OBJECTIVES
1. General Educational Goals and Objectives
2. Occupational Studies Goals and Objectives
3. Student Service Goals and Objectives
4. Learning Resource Goals and Objectives
5. Community Service Goals and Objectives
6. General and Administrative Affairs Goals and Objectives
7. Goals for Students
Objectives for Students
PRIORITIES

Figure 3. Model of Intent Statements for Higher Education

forces of the community and the educational professionals meet. All goals and objectives, whenever possible, are listed in order of priority.

The goals and objectives may be classified into four groups, namely those concerning the general institutional program, the community program, the faculty and administrative, and the students.

Structure for Philosophy, Goals, and Objectives

Philosophy, goals, and objectives in education determine the direction of the educational program in a school. Therefore, it is important to establish what these are at the beginning of any educational program so that the institution knows in what direction it should go and how it should get there.

Popham and Baker (1970) quote Tyler's definition of educational philosophy as "the set of values one holds regarding what should be taught in the schools" (p. 95). Hence, it is a set of values and priorities placed on education. Educational goals are developed from the educational philosophy, and objectives are a set of measurable steps toward the goals.

Since the terms "goals" and "objectives" are used interchangeably in much current literature, a clarification of the difference between these two terms is needed here. The definitions given in the 1970 Supplement to Education Code from the State of California will serve the purpose.

Educational Philosophy:

> A composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived. (Code 7561, p. 131)

Educational Goals:

> A statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period. (Code 7562, p. 131)

Educational Objectives:

> A devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal. (Code 7563, p. 131)

A nation places great confidence in its schools. Education is closely linked with the political, scientific, social, and economic progress and success of any country. Hence, the future of the nation hangs on the hope that the schools can produce well-trained men and women who will function efficiently in a complex society. Educators, therefore, are held accountable for producing such citizens. Statements of philosophy, goals, and objectives serve as a basis for evaluating the educational program and its products. Without such a framework, it would be difficult to determine whether the educational system has fulfilled its mission.

While the basic, underlying values of a nation remain fairly stable, the goals and objectives of that nation change as often and as rapidly as social and economic development causes changes in the needs of the society. Yesterday's goals cannot meet the demands of today's society. Nor will today's goals meet the needs of tomorrow's world. Educational goals and objectives therefore have to be modified from time to time to meet the changing expectation of education. What, then, is the relationship among philosophy, goals, and objectives, and what is to be stated in each of them?

Relationship Between Philosophy, Goals, and Objectives. Statements of philosophy set forth in broad terms the values and priorities of the school and the principles which underlie its operation. The values and priorities incorporated in the statement of philosophy generally reflect those of the nation, community, and individuals which it serves.

Goal statements are developed within the framework of the statements of philosophy and are more specific than philosophy statements.

Statements of objectives are derived from goal statements and are measurable steps toward the goals set up by the institution. They express in precise terms what students are expected to achieve and in what way the students should be changed by the educative process.

Criteria for Institutional Philosophy, Goals, and Objectives. The process of formulating a set of statements which embody the philosophy, goals, and objectives of an institution is difficult, for each statement must rightly describe the values and beliefs of the institution and the degree of competence desired in its students.

For this purpose, it is necessary to set up criteria on which the nature of the educational philosophy, goals, and objectives can be based.

1. Criteria for philosophy: Philosophy is a science which explores knowledge, value, and the relationships of man to the real world (Bochenski, 1972, pp. 25, 26), and educational philosophy discusses the philosophical problems related to education. A sound philosophical statement must be based on the beliefs, attitudes, and values of the constituency served by the school. It must possess an inner consistency (Kneller, 1964, p. 127). It must deal with all the major issues and must be stated clearly, since it is the criterion against which all proposed institutional goals and means of achieving these goals are tested.

To determine if the criteria for the statements of philosophy have been met each statement can be checked against the following questions:

1. Does it indicate the values that the school believes to be important and worthwhile?
2. Do the values, as indicated by the statement, agree with those of the nation or of the community?
3. Does it indicate desired ends, that is what the school wishes to accomplish, what excellence and competence the school wants to produce in the students?

If the answers to these questions are positive ones, it can be assumed that the statements indicate the philosophy of the school, a philosophy that will be accepted by the community.

2. Criteria for Goals: A goal is a statement describing a broad or abstract intent, state, or condition (Mager, 1972, p. 35). Educational goals are broad statements describing what the school wishes to accomplish. Richman and Farmer (1974, pp. 113-119) placed thirty-one common goals pursued by higher educational institutions into five basic categories, namely: (1) program goals, (2) student impact goals, (3) faculty-oriented goals, (4) institution and administration goals, and (5) goals related to the outside world. Table I lists these thirty-one goals in the five categories.

Richman and Farmer (1974) cite Peterson's study of twenty institutional goals from 116 higher educational institutions in California. He studied ninety goal statements, checking each against two questions: (1) "How important is the goal, presently, at the institution?" and (2) "How important should the goal be?" (p. 103).

These two questions used by Peterson would be good criteria for evaluating any educational goals.

TABLE I

THIRTY-ONE COMMON GOALS IN FIVE CATEGORIES

CATEGORIES	GOALS
Program	1. Undergraduate education 2. Graduate education 3. Part-time and continuing education 4. Research 5. Athletics
Student Impact	6. Intellectual development 7. Student scholarship, scientific research, and creative endeavors 8. Jobs, careers, and status 9. Individual personal development 10. Student activities and rights 11. Cultural and religious assimilation
Faculty Oriented	12. Protect the faculty 13. Faculty governance 14. Faculty benefits and privileges
Institution and Administration	15. Seek truth 16. Admit students of high potential 17. Social egalitarianism 18. Innovation 19. High institutional prestige and pride, good facilities, and a healthy climate 20. Maintain high quality in a balanced way in all programs, taking into account institutional priorities 21. Maintain top quality in most important programs 22. Effective and efficient staffing of managerial and support-staff positions 23. Income, perquisites, prestige, and job protection for administrative personnel 24. Democratic governance 25. Operating efficiency
Goals Related to the Outside World	26. Public service 27. Serve as a major cultural and information center for the community 28. Social criticism and activism 29. Outside validation of programs 30. Ensure desired funds and other resources from external sources 31. Accountability and goal attainment verification

3. Criteria for Objectives: Objectives are derived from goals and are set as measurable steps towards the achievement of goals. Since goals are generally expressed in broad terms, it is at times difficult to determine whether they have been reached or not. Peterson says that "if relatively high consensus 'should be' goals are to be pursued in an effective and efficient manner, they have to be operationalized, evaluated, measured, and verified in concrete ways." He further adds that this "in turn necessitates establishment and verification of various related subgoals for each basic goal that can be expressed and evaluated in concrete ways" (p. 106). The "subgoals that can be expressed and evaluated," which Peterson referred to, are similar to objectives.

In order for objectives to be effective, they should not be stated in ambiguous terms, but should be stated in such clear terms that they can be accurately interpreted. This then is the first criterion by which to judge an objective's appropriateness.

There are three major behavior categories or domains, namely: the cognitive domain, the affective domain, and the psychomotor domain. Behavioral objectives can be classified into these three domains. Objectives of the cognitive domain are concerned with the intellectual processes of the learner (i.e., the level of knowledge the learner is able to acquire and manipulate, his thinking power or his ability to perform various kinds of conceptual operation). Objectives of the affective domain cover the attitudinal, emotional, and valuing behaviors of learners as reflected by interests and appreciation. Objectives of psychomotor domain are concerned with the learners' skills, such as typing, playing the violin, and pole-vaulting. In stating the objectives, the critical factors required for the achievement of a goal should also

be included (Popham & Baker, 1970, pp. 48-52).

An ideal set of objectives should include all three domains. Therefore another criterion for judging objectives is to classify them into these three domains so as to avoid over-emphasizing objectives in any one of the domains.

Tyler (pp. 88-96) suggests three potential sources of objectives, namely: students' needs and interests, contemporary life outside the school--the current nature or status of the society, and suggestions of subject specialists. Objectives formulated to meet student needs usually stimulate the students to strive for those competencies in the skills or abilities they feel are worthwhile.

The current status of the society should be considered when establishing objectives, for studying the nature of the present society, educational leaders will be better able to determine competencies needed by today's citizens.

Suggestions from subject specialists will be helpful and valuable. Curriculum recommendations by prominent individuals or groups often pinpoint competencies that learners should achieve and hence provide a wealth of possible objectives.

In summary, behavioral objectives should be measurable and observable, they should indicate the level of learning the student will attain, the attitudes he will develop, and the skills he will achieve. A set of objectives will consider the students' interests and needs, will pay attention to the competencies needed by society, and will use the recommendations and suggestions from subject specialists.

Organization of the Study

The first chapter of this study dealt with the problem, the purpose of the study, delimitation, definitions, theoretical framework, structure for philosophy, goals, and objectives, and organization of the study.

While some concepts of other researchers and authors were considered in the first chapter, the research literature dealing with goal and objective development was left for chapter two. The literature review was not intended to be exhaustive.

Chapter three dealt with the research procedure. Concerns of this chapter were the overview of research procedures, research design, populations and sampling procedures, instrumentation, data collection, and data analysis.

The findings of the goal survey were presented in chapter four. The data were presented first in core areas and then in separate group areas.

In chapter five, the preliminary synthesis of goals and objectives, as developed by the research staff of the Center for Studies and Services in Education, was presented.

These goal and objective statements, synthesized by the faculty task force, were presented in chapter six.

The summary, conclusion, and recommendations of the study were given in chapter seven. The appendix contains the forms and information used in the study. An exhibit, not bound with the report, but a part of this study entitled Narrative Goal Statements of the Publics of Lake Michigan College contains the actual essay goal statements of all survey respondents. Copies of this exhibit are on file at the office of the Center for Studies and Services in Education, Andrews University, Berrien Springs, Michigan

and the office of the president, Lake Michigan College, 2755 East Napier, Benton Harbor, Michigan. The summary of the information contained in the exhibit is contained in chapter four of this report.

A second exhibit of the study is entitled General and Educational Characteristics of the Population of Berrien County, Michigan and consists of census and other tables descriptive of the population and subpopulation of the county.

CHAPTER 2

REVIEW OF THE LITERATURE

America has been described (Brieve, Johnston, Young, 1973) as a large, diverse country with few set goals and no complete consensus as to how to reach goals. "Rather than make goals and processes rigid, we have preferred to change things as we see a need for a change either by re-acting to events or acting to bring about events" (p.17), stated these authors. They saw goal-setting in a democratic society as "often a confusing mixture of values, assumptions, local, regional, or national mores and political, economic and other pressures, all coming to play at once. The results are often erratic, inadequate, and at cross purposes" (p. 23). They assumed, however, that goals could be established.

Alvin Toffler (1970) pointed out in Future Shock that for education to be more than a "hopeless anachronism" various assumptions about the future must be made; and it is only "by generating such assumptions, defining, debating, systematizing, and continually updating them that we can deduce the nature of the cognitive and affective skills that people of tomorrow will need to survive the accelerative thrust" (p. 358).

Price (1973) said that the first logical step in planning an educational program is the development of comprehensive statements of philosophy and goals, statements which may apply to a single school, district, or other entity. Peterson (1973) saw clear conceptions of the goals of individual institutions as having numerous uses in the day to day work of the various elements of the overall higher education system in the state - - in curriculum planning and decisions about new programs, in the budgeting

and fiscal allocation processes, in student admissions and placement policies, in faculty recruitment and reward decision, in the organization, governance and maintenance of possibly distinctive environments on each campus and so forth. "It may be argued," he said, "that no substantive decision on a campus or in a higher office makes sense unless it is made with reference to institutional goals and system purposes" (p. iii).

On the other hand Robert E. Stake (1970) saw the listing of objectives or the selecting of a few more valued goals from a vast multitude of possible goals as an over-simplification; he felt that goal-setting succeeds, to whatever extent it succeeds, because people are tolerant of omissions. He believed that "excessive attention has been given to precise goal specification and insufficient attention to statements of priorities" (p. 182). He concludes nevertheless that evaluation audiences do believe that to understand education one needs to understand what people expect from education; that as long as that is true, evaluators have an obligation to make a careful search for objectives, standards, and other judgment data.

Goals and objectives are set and achieved in a context of guidelines and constraints which may be legal and political, economic and financial, environmental and sociological. This review looks at some of these constraints under the following headings:

1. Legal bases for goal-setting at Lake Michigan College
2. History of goal-setting at Lake Michigan College
3. Goal statements from other community colleges and classification of these goals

Legal Bases for Goal-Setting at Lake Michigan College

Section 105 of the Community Colleges Law, Act 331 of 1966, (Michigan, 1973) defines a community college as an educational institution providing primarily for all persons above the twelfth-grade age level within commuting distance, collegiate- and noncollegiate-level education, including area vocational-technical education programs which may result in the granting of diplomas and certificates including those known as associate degrees, but not including baccalaureate or higher degrees.

An area vocational education program is defined as a program of organized, systematic instuction designed to prepare for useful employment in recognized occupations the following:

1. Persons who have completed or who have discontinued high-school education and who are available for full-time study in preparation for entering the labor market
2. Persons who have already entered the labor market and who need training to achieve stability or advancement in employment
3. Persons enrolled in high school

Section 121 of the act grants the Board of Trustees power "to make plans for, to promote or acquire, construct, own, develop, maintain, and operate a community college, and an area vocational-technical education program." In doing so they may "locate, acquire, purchase, or lease" site or sites for college buildings, libraries, agricultural farms, athletic fields, playgrounds, stadiums gymasiums, auditoriums, parking areas, residence halls, and supporting facilities as may be necessary. They may establish and maintain schools and develop departments, courses of study, and other educational programs as may be consistent "with the

purposes of this act."

In addition, Section 1 of Act 259 of 1955, Community College Appropriations, declares that the policy of the state is "to further the development of approved junior and community colleges, to supplement existing state-supported colleges and universities in providing educational programs and facilities for the first two years of college study."

In view of the foregoing, Lake Michigan College is well within its legal rights to seek to articulate goals for the institution.

History of Goal-Setting at Lake Michigan College

Klimes and Birkenstock (1975) in a report entitled Goal Synthesis and Evaluation for Lake Michigan College pointed out that Lake Michigan College has periodically reviewed and restated the goals of the college; that the most recent reviews took place in 1969-70 and in 1973-74. An attempt was made to classify the three sets of goal statements in existence at the times of review according to the classification scheme of David A Trivett published in ERIC/Higher Education Research Report No. 6, 1973. This classification scheme includes five categories:

1. Goals relating to the overall priorities of the institution
2. Goals relating to the interaction between the education programs and society
3. Goals relating to program content and structure
4. Goals relating to the internal operations of the institution
5. Goals relating to student objectives

Both the broad general statements and the more specific statements established by Lake Michigan College in 1969-70 and 1973-74 have been classified according to the five categories above in tables 1 and 2 of the Klimes and

Birkenstock report. For ease of reference these are included in appendix A.

Goal Statements From Other Community Colleges And Classification of These Goals

The goals, aims, purposes, and objectives of twenty-three Michigan colleges were secured and studied. From these a list of goal statements was drafted to be refined later for the survey questionnaires. Most of these goals, like those of Lake Michigan College, focused on the types of educational programs that should be provided. These can be divided into six categories as follows:

1. Programs enabling students to transfer to four year colleges and universities
2. Programs giving students a broad education
3. Programs preparing students for employment (Associate degree programs)
4. Programs developing student competencies or remedying deficiencies (developmental programs)
5. Programs providing counseling services
6. Programs providing for continuing civic, cultural, and recreational education in the community, including special on-the-job training for business and industry

Another area of concern indicated by the compiled goals regarded the general educational atmosphere of the college. These goals recommended that colleges should

1. Maintain an effective learning environment
2. Provide for research and for the development of those activities

relative to the improvement of teaching

3. Encourage what can be described as both "relevant" and "exploratory" education
4. Preserve an open-door admissions policy to encourage an enrollment representative of the community's population stratifications

Goals in the affective domain encouraged the schools to

1. Provide for the development of social skills
2. Foster initiative self-criticism and intellectual curiosity
3. Prepare students to understand, accept, consider, and handle intelligently the responsibilities of living in a rapidly changing society

One or two of the college bulletins stated that their goals were formulated by the concerted efforts of college constituents, derived from the participatory efforts of the college constituents as college advisory personnel, and college administrators, as well as from various advisory or administrative groups affiliated to the college.

It is in the context of these considerations that the task of designing goal statements and open-ended questions concerning the future operations of Lake Michigan College was undertaken.

CHAPTER 3

RESEARCH PROCEDURE

The purpose of the study was to develop, with the help of the Lake Michigan College Task Force on Institutional Goals, suggested statements of philosophy, goals, and objectives for the college.

The procedures adopted for this study included the following steps, each of which is described below:

1. Establishment of the Lake Michigan College Goals Study Task Force
2. Detailed study of the various publics of Lake Michigan College as a basis for determining the samples to be taken
3. Development of the instruments
4. Data collection
5. Data analysis

The limitations of the research design are also stated.

The Lake Michigan College Goals Study Task Force

Original responsibility for the development of statements of philosophy, goals, and objectives for Lake Michigan College was assigned to a Lake Michigan College faculty group called Task Force I on Institutional Objectives. This task force was one of five created by the Planning-Steering Committee of the Lake Michigan College Instructional Advisory Council in preparation for certain self-evaluation requirements of the North Central Association. It was to formulate statements of philosophy, goals, and objectives based on consensus of various members of the college community. As stated in its charter, the "statements of philosophy,

goals, and objectives, whether individual, departmental, or institutional, must be defined in terms of readily measurable performance."

Task Force I worked for nearly a year to develop statements of philosophy, goals, and objectives but due to difficulties in developing a suitable instrument to poll the community, the task force was prevented from completing its work. At this point, the Center for Studies and Services in Education (CSSE) at Andrews University was requested to submit a proposal to assist the task force in its work. The proposal was accepted and CSSE worked closely with the task force in planning and conducting community surveys and in preparing the statements of philosophy, goals, and objectives that were subsequently developed.

The Center for Studies and Services in Education (CSSE) interacted with the task force in this project according to the schedule shown in table 2. At the community level, the project proposal was developed by the CSSE and submitted to the task force for design decisions. Then the CSSE was responsible for the project initiation, the general data collection, and the initial development of instrument usage. The CSSE refined the instrument and the task force studied, revised, and authorized the usage of the final instruments. After the authorization was granted, the CSSE conducted the survey in the community and made a synthesis of the philosophy and goals as perceived by the community. With suggestions from the task force, the synthesis was refined and the task force gave the statements of philosophy and goals a final study and approval.

The CSSE designed the structure for departmental and instructional goal development and the approval was given by the task force. The CSSE initiated the in-service training program and developed goal synthesis

TABLE 2

CSSE-TASK FORCE INTERACTION

LEVEL	CSSE	TASK-FORCE
COMMUNITY	Proposal	Design decisions
	Project initiation Project, General data collection Initial development of instrument	
		Suggestion for instrument usage
	Refinement of instrument	
		Authorization for instrument usage
	Survey Synthesis	
		Suggestions for synthesis
	Refinement of synthesis	
		Final study and approval of community philosophy, goals and synthesis
DEPARTMENTAL AND INSTRUCTIONAL	Design structure for departmental and instructional goal development	
		Design decision
	Inservice training Development of goal synthesis	
		Suggestion for synthesis
	Refinement of synthesis	

procedures. With suggestions from the task force, the synthesis was refined.

The time plan for the project started with the submission of this proposal to the task force on May 21, 1975. The date for the completion of the field part of the project was June 15, 1976.

Five possible methods for obtaining a consensus were considered. The Task Force on Institutional Objectives selected door-to-door and mail surveys as the desired methods. The other methods considered were telephone survey, group gatherings for consensus development, and public hearings.

The size of the proposed population sample varied with the method of consensus development chosen. For the first method, home and office survey, the suggested percentage of the population to be included in the sample was minimal, 2%; average, 3%; and practical optimum, 10%. The task force recommended the 3% sample. For the second method, telephone survey, the percentages proposed were 15% minimal, 25% average, and 55% practical optimum. The suggested percentages for the mail survey, the third method, were 20%, 30%, and 100%. The task force recommended the 30% sample. The number of group gatherings (method four) or public hearings (method five) suggested was five for minimal level, seven for the average, and ten for the practical optimum. These two methods, if done, were to be used in conjunction with any one of the other three.

The Publics of Lake Michigan College

The Lake Michigan College community is composed of a number of publics, as depicted in figure 4.

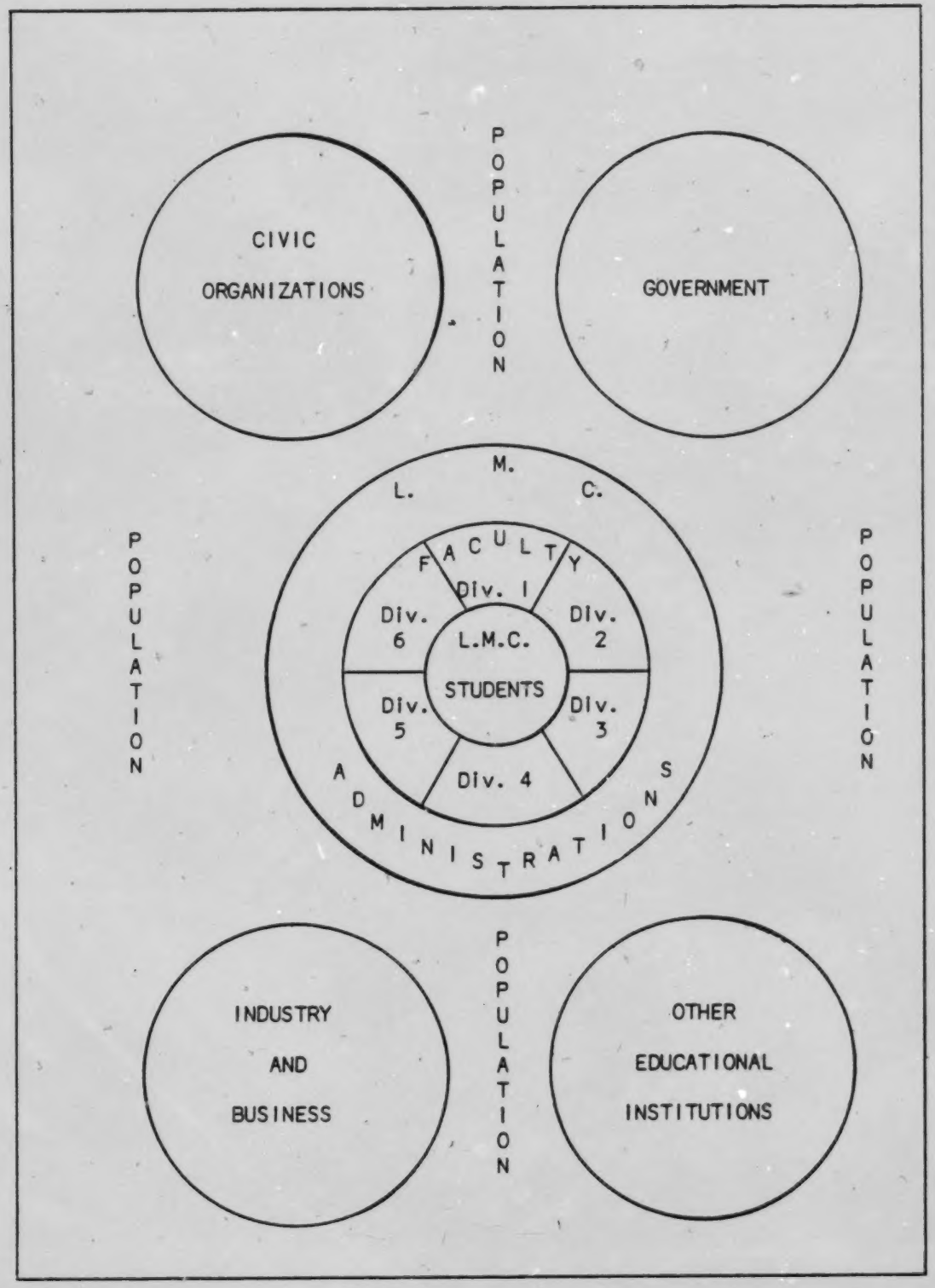


Figure 4. Publics of Lake Michigan College

Lake Michigan Comprehensive Community College was established to serve primarily Berrien county, Michigan. Covert township, in the adjacent Van Buren county, elected to become part of the college's immediate constituency, thereby extending the prime area of service of the college. In 1975, the College's constituency was estimated to be 177,000 inhabitants of all ages, representing some 57,727 households.

Within this general population various interest groups or subpopulations which might be expected to have differing views on certain aspects of the College's operations were identified. The input from these various groups would greatly enrich the source material for goal development. Therefore a basic questionnaire was used to sample the general population, and six extended questionnaires were developed to elicit additional information from important subpopulations which, it was felt, would have areas of specific concern regarding college operation.

Table 3 lists the various populations included and indicates their size and percentage of the respective population which formed the sample. Figure 4 depicts the relationships of these subpopulations. It will be observed that the administration, faculty, and students of Lake Michigan College were included as two of the subpopulations. Their input was felt to be of particular importance, since they were closest to the College operations and were most directly affected by them.

Certain population features are of interest to the study. According to the 1970 census of the population, the total population for the college constituency was 166,534, with 163,875 residents from Berrien county and 2,659 residents from Covert township. Since the total population consisted of 81,197 males and 85,337 females, the overall ratio of males to to females was 49 to 51. The total number of households was 51,546, of

TABLE 3

SIZE AND PERCENTAGE OF SAMPLE POPULATION FOR THE LAKE MICHIGAN COLLEGE GOAL STUDY, 1975-76

Lake Michigan College Publics	Population	Total Sample	Sample as Percentage of Total Population
1. General Constituency Population	177,000 - population 57,727 - households	2,673	4.63%
2. Civic Organizations	162	44	34.92%
3. Government Organizations	94	94	100.00%
4. Business, Industrial, and Labor Organizations	2,713	481	17.73%
5. Other Educational Institutions	38	38	100.00%
6. Faculty and Staff - Lake Michigan College	274	189	68.98%
7. Students - Lake Michigan College	3,870	3,870	100.00%

these 50,758 were located in Berrien county and 788 in Covert township.

Approximately 63.76% or 106,178, of the college constituency was above eighteen years of age.

Table 4 shows the educational attainments of individuals 25 years of age and over in the Berrien county in 1970. The number of respondents in each category is given and the percentage as a % of the total that these numbers represent of the total population 25 years and over, as of 1970, is shown.

TABLE 4

EDUCATIONAL ATTAINMENT OF THE BERRIEN COUNTY POPULATION, 1970

Years of Schooling Completed	Age 25 and Over Reporting	% of Population 25 Years and Over (87,566)
None	988	1.13
1 - 8 years (Elementary)	23,408	26.73
1 - 3 years (High School)	17,272	19.73
4 years (High School)	28,263	32.28
1 - 3 years (College)	8,943	10.21
4+ years (College)	8,145	9.31
	87,019	99.39

Table 5, Urban/Rural Distribution, gives an indication of the living and occupational patterns of the county based on statistics from the 1970 census.

Population Projections--Berrien County. Table 6 presents five population projections secured during the course of the study. Two of these projections came from county sources, one for Michigan State University,

TABLE 5

URBAN/RURAL DISTRIBUTION OF THE BERRIEN COUNTY POPULATION, 1970

Area	Percent Rural		Percent Urban	Total
	Non-Farm	Farm		
Berrien County	47.1	6.3	46.6	100
Van Buren County	63.7	14.7	21.6	100

TABLE 6

POPULATION TRENDS BERRIEN COUNTY, MICHIGAN, 1960-1980

	Population 1960 (Actual)	Population 1970 (Actual)	No. of Households	Projected Pop. 1975	No. of Households	Projected Pop. 1980
1. U. S. Bureau of Census	149,865	163,875	50,758	170,000		
2. Wm. S. Lawrence and Associates--Lake Chapin Regional Planning Document	149,865	163,875	50,758	(173,311)		182,747
3. Berrien County Planning Commission Research Division	149,865	163,875	50,758	173,795		183,715
4. Michigan State University--Michigan Statistical Abstract	149,865	163,875	50,758	169,130		174,403
5. Sales Management The Marketing Magazine	149,865	163,875	50,758	170,300	56,800	

one from the Census Bureau's estimate, and the last from the New York-based Sales Management Magazine Company. Projected populations for 1975 ranged from 169,130 to 173,795. Only one source, the Sales Management Magazine, provided an estimate of households for 1975.

Development of the Instruments

Questionnaire for the General Community Survey. Literature relevant to goal setting in community colleges and college goals was carefully reviewed. Particular attention was paid to (1) Michigan law relating to community colleges, (2) goal statements of community colleges in Michigan,

including Lake Michigan College, and (3) the paper, "Goal Synthesis and Evaluation for Lake Michigan College" (Klimes and Birkenstock, 1975). Four questionnaires were developed as possible options for use in the general community survey. One questionnaire focused primarily on Lake Michigan College programs, a second primarily sought opinions concerning the impact of Lake Michigan College on students, and the other two were related to institution-wide operations.

The four sample questionnaires were submitted to the Lake Michigan College Goals Study Task Force for evaluation, review, and selection of the most appropriate. Questionnaires one and two were chosen for pilot testing. As a result of the first pilot test, questionnaire two was discarded, and questionnaire one was refined and retested. It was then resubmitted to the task force for final review and approval.

The approved questionnaire is included in appendix H. The first section of the questionnaire included questions concerning demographic information, such as sex, age, township-residence, and education. Another item of potential interest to Lake Michigan College included in this section was the respondent's relationship to the college--whether a student, former student, parent or relative of a student, or none.

The second section consisted of twelve sets of three questions each regarding the various goal areas (questions A-L, items 10-45). Respondents were asked to rank these in order of their importance--1 being most important, 2 second in importance, and 3 least important. Goal areas covered in this section included: (1) institutional goals, (2) student services, (3) community services, (4) administrative goals, and (5) admissions policies.

A series of open-ended questions were contained in the third section. These questions were designed to enable respondents to suggest additional goals not covered in the main body of the questionnaire. See appendix H.

Questionnaires for Business, Industrial, and Labor Organizations; Civic Organizations; and Government Agencies. These questionnaires were developed from that of the general community described above. In addition to the twelve basic questions from the community survey, seven questions directed at assessing certain aspects of college operations and evaluating aims for student performance were included. These concerned the following:

1. Lake Michigan College public relations
2. Placement methods for Lake Michigan College graduates
3. Methods of effective vocational training and of effective preparation for service in government and civic organizations
4. Goals for continuing education (adult education and night classes)
5. Most important work skills for Lake Michigan College graduates
6. Most useful personal characteristics for Lake Michigan College graduates
7. Most useful means by which Lake Michigan College could help the respective communities

Also included was a list of vocational careers to be ranked according to the need the responding organization had for such trained personnel.

Finally, seven open-ended questions about means of improving relationships between the college and the various organizations, extent

and means of advisement, assistance with college development, and cooperative training programs were included. Specific suggestions concerning what workshops and seminars might be conducted, the best means of college expenditures, and what emphasis should be given agricultural education at Lake Michigan College were solicited. (See appendix H)

Questionnaire for Educators. The questionnaire for educators contained items similar to those for the business, industrial, and labor organizations; civic organizations; and government agencies, except for additional questions regarding the following:

1. Effective instructional methods
2. Effective means of recruiting students
3. Improvement of educational background of Lake Michigan College students

Also, the categories of workers for which there might be openings in educational institutions and agencies differed from those listed in the questionnaires for the other organizations. (See appendix H)

Questionnaire for the Administration, Faculty, and Employees. Section I of this questionnaire called for the usual demographic information, but a question regarding professional relationship with Lake Michigan College was added. Question A through M (item 10-48) remained the same as the questionnaires addressed to the business and civic organizations and to government agencies. Questions N through U (item 49-72) focused on process goals and included questions regarding job satisfaction for teachers, effective student recruitment, improvement of the instructional process, and methods for general college development. The administrative faculty were asked specifically how they might help to improve educational programs at Lake Michigan College.

There were five open-ended questions for administrative and teaching faculty. Three related to relationships between administrators and faculty, teachers and students and the Board of Trustees; two related to improving Lake Michigan College's public service functions, and to the college's effectiveness as an educational institution. (See appendix H)

The Student Questionnaire. Demographic information sought from students regarding education and relationship with Lake Michigan College differed from that on the general questionnaire. Details as to student status (part-time, full-time, or continuing education), class standing, and instructional area were requested instead. The core questions numbers A through M (item 10-48) followed. Students were questioned further concerning:

1. Participation in college government at Lake Michigan College
2. Means of effective vocational training
3. Guidance services
4. Extra-curricular activities
5. Most effective instructional method
6. Effective student recruiting techniques
7. Desired areas of personal understanding
8. Desired areas of academic advisement
9. Reason for studying at Lake Michigan College

Four open-ended questions sought student opinion on the relationships which should exist between students and teachers and students and administrators, on the way Lake Michigan College was helping the student to attain his life goals, and on what improvements were needed at Lake Michigan College to help the student secure a better education. A copy of this questionnaire is found in appendix H.

In formulating a statement of goals for the college as a whole, the departmental and instructional goals of each major segment of the college were considered. Administrators and faculty members were involved in the development of the departmental and instructional goals.

Because the Michigan State Board of Education and the North Central Association favor and stress behavioral objectives, the objectives were defined in terms of measurable performance, whenever possible.

Goals were divided into two main domains: student goals and institutional goals. Each of these was sub-divided into three areas. Student goals included the academic, interpersonal, and personal goals. Institutional goals include the general, organizational, and logistical goals. After goals were formulated, priorities were determined by rating the goals in terms of urgency, long-range value, and attainability.

Inservice training was provided by the Center for Studies and Services in Education to facilitate the behavioral approach to goal development. Workshops, committee sessions, and some individual development programs comprised the suggested programs for inservice training.

Data Collection

Table 7 shows Center for Studies and Services in Education's estimate of household for 1975 for the 22 townships and 21 cities and villages in Berrien county and for the Covert township in the Van Buren county. This estimate was arrived at by using 1970 ratios of population to households, for the cities and townships; the Sales Management's estimates of populations and households, as of December 13, 1974, for the Berrien and Van Buren counties and for Benton Harbor and St. Joseph.

TABLE 7

DETAILS OF LAKE MICHIGAN GOAL STUDY HOUSEHOLD SAMPLE IN BERRIEN COUNTY WITH ESTIMATE OF HOUSEHOLDS, 1975

	Population		Sample	
Bainbridge Township		930		28
Baroda Township	547		17	
Baroda Village	145	692	4	21
Benton Township		6,452		193
Benton Harbor City		5,434 (5,700)		171*
Berrien Township	1,143		34	
Eau Claire (Part)	83	1,226	3	37
Bertrand Township		723		22
Buchanan Township	1,116		33	
Buchanan City	1,607	2,723	48	81
Chikaming Township	893		27	
Shorewood Hills-Flower H.	596	1,489	18	45
Coloma Township	627		19	
Coloma City	627		19	
Paw Paw Lake	909	2,163	27	65
Galien Township	353		11	
Galien Village	245	598	7	18
Hagar Township	1,074		32	
Lake Michigan Beach	439	1,513	13	45
Lake Township	700		21	
Bridgman City	600	1,300	18	39
Lincoln Township	3,486		104	
Stevensville	387	3,873	11	115
New Buffalo Township	768		22	
New Buffalo City	975		30	
Grand Beach Village	56		2	
Michiana Village	75	1,874	2	56
Niles Township	4,426		133	
Niles City	4,662	9,088	140	273
Oronoka Township	2,222		67	
Berrien Springs Village	664	2,886	20	87
Pipestone Township	658		20	
Eau Claire (part)	74	732	2	22
Royalton Township		931		28
St. Joseph City		4,391 (4,900)*		147*
St. Joseph Township	2,111		64	
Fairplain	1,310		40	
Shoreham Village	219	3,640	6	110
Sodus Township		810		24
Three Oaks Township	402		12	
Three Oaks Village	604	1,006	18	30
Watervliet Township	427		13	
Watervliet City	702		21	
Paw Paw Lake (Part)	396	1,525	12	46
Weesaw Township		794		24
Covert Township		927		28
GRAND TOTAL		57,727		1,755

*Adjusted to figure shown in Sales Management Magazine.
Figures in brackets not added.

A total of 1,727 households in the Berrien county and 38 households in the Covert township representing approximately 3% of the total estimate of households was to be sampled. Some nineteen interviewers with varying degrees of college education were engaged to conduct door-to-door surveys (see appendix E). They were instructed on the procedures to be used in conducting the personal interviews in a special two-hour training session on November 4, 1975. This was supplemented by written instructions (see appendixes B and C). Interviewers were also supplied with county maps indicating the number of households to be sampled in each township block or in clearly marked sets of township blocks. Samples of the marked maps used in the survey are included in appendix F. The importance of randomly selecting homes for interview was stressed during the training sessions. A letter of introduction assuring householders of the interviewer's bona fides was carried by each interviewer (see appendix D).

The survey was conducted from November 5, 1975, through January 10, 1976. Four surveys--involving business and civic organizations, government agencies, and educators--were conducted by mail. The Lake Michigan College Goals Study Task Force supervised the Lake Michigan College faculty and student surveys.

Table 8 shows the total population by category, the total number of persons contacted for the sample, the total responses, the total responses as a percentage of the total contacts, and the responses as a percentage of the total population for each category.

Adequacy of the sample. The question of the quantitative adequacy of the sample was also considered. Based on tables devised by Krejcie and Morgan (1970), a sample size (non-stratified) of 384 on 100,000

TABLE 8

SUMMARY OF POPULATIONS, SAMPLES AND RESPONSES IN TOTALS AND PERCENTAGES OF THE LAKE MICHIGAN COLLEGE GOAL STUDY 1975, 1976

	Total of Surveys 1-7	Survey 1 General Population	Survey 2 Student	Survey 3 Faculty and Staff	Survey 4 Gov't Agencies	Survey 5 Educators	Survey 6 Civic Organ.	Survey 7 Bus., Indust., & Labor
Total Population	64,842	57,727	3,870	274	94	38	126	2,713
Total Sample	6,471	2,673	3,870	189	94	38	44	481
Total Responses	2,579	1,738*	583	76	25	30	20	107
Responses as Percentage of Total Sample	39.85%	65.02%	15.06%	40.21%	26.60%	78.95%	45.45%	22.25%
Response as Percentage of Total Population	3.98%	3.01%	15.06%	27.74%	26.60%	78.95%	15.87%	3.94%

*A total of 2,673 homes were surveyed, the occupants of 935 homes refused or were unable to respond to the survey.

The terms used in the above table are explained as follows:

Total Populations: Sub-populations 1-7 counted as part of total population.

General Populations: Number of households in the Lake Michigan College district, 1975-76.

Students: Number of full-time and part-time students enrolled at Lake Michigan College, 1975-76.

Faculty: Number of full-time and part-time faculty employees (faculty, staff, administrators) of Lake Michigan College, 1975-76

Government Agencies: Directors of government agencies within the Lake Michigan College district, heads of township governments in the Lake Michigan College district, 1975-76

TABLE 8--Continued

Educators:	Number of district superintendent, high school principals, and directors of collegiate programs (MSU, WMU, AU) in the Lake Michigan College district, 1975-76.

population would have been sufficient to ensure reliability at .05 level of confidence. The sample of 1,738 realized from a population of 177,000 would therefore be more than adequate.

Data Analysis

The data were duly coded for computer operations (the Xerox Sigma II computer at Andrews University was used for the analyses).

The fact that this survey involved data which at best were ordinal in the measurement scale, meant that statistical analyses appropriate to the data must be used. Accordingly, percentages, medians, and the semi-interquartile ranges were calculated for each item. The item with the lowest median in each set of goal option was selected as the popular choice or as representing the choice of the greatest number of those responding. The semi-interquartile range was used to assess the range of difference in the responses to each question.

CHAPTER 4

PRESENTATION OF FINDINGS

The chapter on presentation of the findings for the Lake Michigan College Goal Study Survey is organized as follows. Information about the distribution of responses among the various populations and subpopulations is presented first. Second is a presentation of the findings in the core area of the study. Findings in the separate survey areas follow, and the chapter concludes with a brief summary of the more pertinent data.

Distribution of Responses Among the Populations And Subpopulations of the Study

Information about the populations and samples was presented in chapter 3. From the total sample of 6,471 persons, 2,579 usable responses were received. The distribution of these responses among the various populations is shown in table 9. For purposes of comparison, the total sample selected from each population is included in this table.

The distribution of responses among the various subpopulations of each population is presented in tables 10 and 11.

Findings in the Core Area

Definition of Core Area. All seven survey questionnaires included a core of questions that were identical. This consisted of twelve goal-option questions letter A through L. Following each of these were three choices numbered 10 through 45. The respondent was to indicate his first, second, and third choices for each of these goal options on a forced-

TABLE 9

DISTRIBUTION OF RESPONSES AMONG POPULATIONS

	Total of Surveys 1-7	Survey 1 General Population	Survey 2 Student	Survey 3 Faculty and Staff	Survey 4 Gov't Agencies	Survey 5 Educators	Survey 6 Civic organ.	Survey 7 Bus., Indust., & Labor
Total Sample	6,471	2,673	3,870	189	94	38	44	481
Total Usable Responses	2,579	1,738	583	76	25	30	20	107
Responses as a Percentage of Total Sample	39.85%	65.02%	15.06%	40.21%	26.60%	78.95%	45.45%	22.25%
Responses from each Population as a Percentage of Total Response	100.01%	67.39%	22.61%	2.95%	.97%	1.16%	.78%	4.15%

choice basis.

Total Survey Response. Table 12 presents the results of the total survey. The questions and choices as they appeared on the questionnaire are given, and the number of the choice which received the highest number of responses for each question is circled on the left, except where there is not a clear first choice. The percentage of respondents rating each item as their first choice (%#1) is given, followed by the response median (M), and the interquartile range (IQR).

In interpreting this data, the reader should note that respondents ranked their choices from "1" to "3" on a "most important" to "least

TABLE 10

LAKE MICHIGAN COLLEGE GOAL STUDY SURVEY:
NUMBER OF RESPONSES BY POPULATIONS
AND SUBPOPULATIONS

Sub-populations	Total of Surveys 1-7	Survey 1 General Population	Survey 2 Student	Survey 3 Faculty and Staff	Survey 4 Gov't Agencies	Survey 5 Educators	Survey 6 Civic Organ.	Survey 7 Bus., Indust., & Labor
Total Number of Responses	2,579	1,738	583	76	25	30	20	107
1. Sex								
(1) Male	1,263	735	313	52	22	29	10	102
(2) Female	1,309	1,002	265	24	3	1	9	5
No Information	7	1	5				1	
2. Age								
(1) 0-19	290	138	152					
(2) 20-39*	1,272	790	384	34	12	10	7	35
(3) 40-50*	739	556	42	39	11	18	11	62
(4) 60+*	271	251	3	3	2	2	1	9
No Information	7	3	2				1	1
5. Education								
(1) Less than H. S.	490	459	27	2	1			1
(2) High School	1,407	895	486	2	1		2	21
(3) Some Col.*	45			12	8		1	24
(4) Com. or Jr. Col. Grad.	199	140	52	3	0	0	1	3
(5) B.A. Degree*	188	131	9	8	7	2	5	26
(6) More than B.A.*	238	104	6	49	8	28	11	32
No Information	12	9	3		0			0
6. Relationship with LMC								
(1) Student*	645	60	583		1			1
(2) Former Student*	216	196			3	1		16
(3) Parent*	159	150			2			7
(4) Relative	227	225				1	1	
(5) None	1,229	1,084			19	27	18	81
(6) Employee	76			76				
No Information	27	23				1	1	2

*Based on the various survey printouts.

TABLE II

LAKE MICHIGAN COLLEGE GOAL STUDY:
PERCENTAGE OF RESPONSES
BY POPULATIONS AND
SUBPOPULATIONS

Sub-populations	Total of Surveys 1-7 %	Survey 1 General Population %	Survey 2 Student %	Survey 3 Faculty and Staff %	Survey 4 Gov't Agencies %	Survey 5 Educators %	Survey 6 Civic Organ. %	Survey 7 Bus., Indust. & Labor %
Percent of Total Number of Responses	100.01	67.39	22.61	2.95	.97	1.16	.78	4.15
1. Sex								
(1) Male	49.0	42.3	53.7	68.4	88.0	96.7	50.0	95.3
(2) Female	50.1	57.7	45.5	31.6	12.0	3.3	45.0	4.7
No information	.3	.05	.9				5.0	
2. Age								
(1) 0-19	11.2	7.9	26.1					
(2) 20-39*	49.3	45.5	65.9	44.7	48.0	33.3	35.0	32.1
(3) 40-59*	28.7	32.0	7.2	51.3	44.0	60.0	55.0	57.9
(4) 60+*	10.5	14.4	.5	3.9	8.0	6.7	5.0	8.4
No information	.3	.2	.3				5.0	.9
5. Education								
(1) Less than High Sch.	19.1	26.4	4.6	2.6	4.0			.9
(2) High Sch.	54.6	51.5	83.4	2.6	4.0		10.0	19.6
(3) Some Col.	1.7			15.8	32.0		5.0	22.4
(4) Com. or Jr. Col. Grad.	7.7	8.1	8.9	3.9			5.0	2.8
(5) B.A. Deg.	7.3	7.5	1.5	10.5	28.0	6.7	25.0	24.3
(6) More than B.A.*	9.2	6.0	1.0	64.5	32.0	93.3	55.0	29.9
No information	.5	.4	.5					
6. Relationship with LMC								
(1) Student*	25.0	3.5	100.0		4.0			.9
(2) Former Student*	8.4	11.3			12.0	3.3		15.0
(3) Parent*	6.2	8.6			8.0			6.5
(4) Relative	8.8	12.9				3.3	5.0	
(5) None	47.7	62.4			76.0	90.0	90.0	75.7
(6) Employee	2.9			100.0				
No information	1.0	1.3				3.3	5.0	1.9

* Based on the various survey printouts.

TABLE 12

PERCENTAGE OF FIRST CHOICE, MEDIAN, AND INTERQUARTILE RANGE FOR EACH QUESTIONNAIRE ITEM FOR THE TOTAL SURVEY RESPONSES

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance," and a "3" indicates "least important." We will go through the items together. If you have any questions, please feel free to ask.

		%#1	M.	IQR
A.	What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?			
	10a. Prepare students to enter a four-year college or university.	10a. 31.9	2.02	.74
	(11b) Prepare students, through vocational studies, for employment.	11b. 51.0	1.48	.60
	12c. Provide general education for students beyond high school.	12c. 17.0	2.53	.63
B.	What do you consider the most important emphasis for college development?			
	13a. Adequate educational facilities--i.e. buildings, etc.	13a. 8.8	2.79	.43
	(14b) Highly qualified faculty.	14b. 70.5	1.21	.42
	15c. Modern teaching aids, material, and methods.	15c. 20.7	1.99	.42
C.	What do you feel the most important outcomes of an education at LMC should be?			
	16a. Citizens able to take an intelligent part in our democratic society.	16a. 32.0	1.85	.54
	(17b) Individuals with job skills capable of earning a living.	17b. 59.9	1.33	.54
	18c. Graduates who are known for their high moral character.	18c. 8.4	2.81	.39
D.	Which do you feel should be given the greatest emphasis for student personal growth at LMC?			
	(19a) Help students develop a sense of personal responsibility.	19a. 77.0	1.15	.32
	20b. Help students develop good physical health practices.	20b. 5.7	2.83	.35
	21c. Help students develop emotional stability.	21c. 17.1	2.02	.40

%#1 = Percentage of respondents giving an item as their first choice
M = Median
IRQ = Semi-Interquartile range

TABLE 12--Continued

		% #1	M.	IQR
E. How do you feel LMC can best use its facilities to help the community?				
(22a.) Provide classes to meet the needs and interests of adults.	22a.	56.5	1.37	.64
23b. Provide public interest programs for the community.	23b.	22.3	2.10	.58
24c. Provide for community use of college facilities.	24c.	20.0	2.50	.67
F. What student services and activities do you feel should be emphasized at LMC?				
(25a.) Guidance in choosing courses and in finding employment.	25a.	61.5	1.30	.48
26b. Classes to help students who have weaknesses in their education.	26b.	34.9	1.75	.48
27c. Extracurricular activities such as sports, dances, parties, etc.	27c.	2.8	2.95	.27
G. How do you feel LMC can be of greatest service to the community?				
28a. Provide assistance to citizens and government groups.	28a.	33.7	2.06	.80
29b. Provide college courses and credit through radio and extension centers.	29b.	35.1	1.98	.79
30c. Provide library and audio-visual resources to the community.	30c.	29.7	1.97	.63
H. What area of education do you feel should be most important at LMC?				
(31a.) Basic areas of knowledge--reading, computing, communication skills.	31b.	85.0	1.08	.29
32b. Cultural appreciation courses such as art, literature, music.	32b.	8.3	2.17	.45
33c. Health, physical education, recreation, and sports.	33c.	5.7	2.73	.48
I. What do you feel should be the most important administrative goals of LMC?				
(34a.) Provide for efficient school operation.	34a.	42.3	1.70	.68
35b. Provide for participation in administration by teachers, students and community.	35b.	21.7	2.43	.69
36c. Provide education at low per student cost.	36c.	34.4	1.90	.72
J. What do you feel the most important emphasis for student personal development should be?				
(37a.) To stimulate in students a continuing interest in obtaining knowledge.	37a.	75.8	1.15	.33
38b. To help students appreciate art, literature, music, other peoples and cultures.	38b.	7.4	2.62	.53
39c. To inspire students to help solve social problems.	39c.	15.7	2.20	.55

TABLE 12--Continued

			% #1	M.	IQR
K.	How do you feel LMC can be of greatest service in its vocational programs?				
	40a. Provide classes to help employed persons improve their work skills.	40a.	30.5	1.86	.52
	41b. Provide classes to help high school students develop job skills.	41b.	58.0	1.35	.59
	42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders.	42c.	11.4	2.77	.48
L.	What policy do you think LMC should follow in admitting students?				
	43a. Admission of all high school graduates.	43a.	59.7	1.31	.52
	44b. Preferred admission of students of various minorities and cultures.	44b.	7.8	2.75	.48
	45c. Admission of anyone over 18 years of age.	45c.	29.5	1.94	.59

important" basis. Thus, a low response median indicates that a large percentage of respondents regarded an item as of great importance. A response median below 1.50 indicates considerable agreement among respondents that an item is very important. Similarly, a low interquartile range indicates strong agreement among respondents as to the relative importance of an item, while a high interquartile range indicates less agreement among respondents as to its relative importance.

Table 12 shows that for ten of the twelve goal questions there is strong agreement among respondents as to which option is preferable. On question G, items 28 to 30, there was very little agreement, and responses are almost equally divided among the groups. This is understandable when the diverse nature of the surveyed populations is considered. On question I, items 34 to 36, there is sufficient agreement among respondents to indicate a clear choice; however, the degree of agreement is less than for the other goal questions. There was highest agreement that basic areas of

knowledge should be given greatest emphasis at Lake Michigan College (item 31), that a sense of personal responsibility (item 19) should be instilled in the students, and that a continuing interest in obtaining knowledge (item 37) should be the emphasis for student personal development.

Table 13 shows the analysis of responses for each questionnaire item in the core area for each of the populations surveyed. The percentage of first choices, the medians, and interquartile ranges are given for each item. The medians, and interquartile ranges are given for each item. The medians and interquartile ranges should be interpreted the same as for table 12. For purposes of comparison, the highest percentage in each group is circled, except where differences are not significant.

Degree of Agreement Among Populations and Subpopulation Samples. The data for each goal option question was analyzed to determine the degree of agreement among the various populations and among important subpopulations within certain populations. This analysis is presented in tables 14 through 18.

Table 14 shows the congruence among the seven populations and among selected subpopulations for all seven surveys. The selected subpopulations are:

1. Male respondents
2. Female respondents
3. Respondents in Benton Harbor
4. Respondents in Niles
5. Respondents in Saint Joseph
6. Respondents living in cities
7. Respondents in the northern area, excluding Benton Harbor and Saint Joseph

TABLE 13

PERCENTAGE OF FIRST CHOICES, MEDIANS, AND INTERQUARTILE RANGES FOR THE CORE AREA OF EACH POPULATION SURVEY

Question	Item	Total Survey			General Population			Students			Faculty and Staff		
		%#1	M.	IQR	%#1	M.	IQR	%#1	M.	IQR	%#1	M.	IQR
A.	10.	31.9	2.02	.74	29.3	2.12	.74	42.0	1.71	.66	30.3	1.98	.66
	11.	51.0	1.48	.60	53.5	1.43	.61	42.4	1.67	.58	44.7	1.64	.63
	12.	17.0	2.53	.63	17.3	2.41	.63	15.1	2.72	.57	25.0	2.53	.76
B.	13.	8.8	2.79	.43	9.4	2.79	.44	9.3	2.77	.46	6.6	2.86	.32
	14.	70.5	1.21	.42	67.8	1.23	.47	70.8	1.20	.41	88.2	1.07	.28
	15.	20.7	1.99	.42	22.6	1.98	.44	19.9	2.02	.43	7.9	2.07	.34
C.	16.	32.0	1.85	.54	34.2	1.84	.57	24.4	1.92	.41	47.4	1.56	.54
	17.	59.9	1.33	.54	56.6	1.38	.57	70.2	1.21	.41	48.7	1.53	.57
	18.	8.4	2.81	.39	9.5	2.78	.46	5.5	2.87	.32	6.6	2.89	.31
D.	19.	77.0	1.15	.32	76.5	1.15	.33	72.2	1.19	.38	90.8	1.04	.27
	20.	5.7	2.83	.35	6.7	2.80	.41	4.3	2.87	.32	2.6	2.92	.29
	21.	17.1	2.02	.40	16.9	2.05	.41	22.6	1.95	.41	7.9	2.02	.31
E.	22.	56.5	1.37	.64	54.4	1.41	.66	55.4	1.37	.66	77.6	1.14	.32
	23.	22.3	2.10	.58	24.4	2.09	.61	19.7	2.08	.51	15.8	2.10	.47
	24.	20.0	2.50	.67	20.7	2.44	.67	21.1	2.54	.70	7.9	2.74	.49
F.	25.	61.5	1.30	.48	61.0	1.32	.49	59.9	1.31	.49	63.2	1.28	.47
	26.	34.9	1.75	.48	36.1	1.73	.49	32.6	1.77	.48	35.5	1.73	.48
	27.	2.8	2.95	.27	2.5	2.95	.27	4.5	2.94	.28	1.3	2.96	.27
G.	28.	33.7	2.06	.80	33.9	2.05	.80	30.2	2.12	.78	38.2	1.97	.85
	29.	35.1	1.98	.79	34.5	2.00	.78	36.2	1.94	.81	36.8	1.85	.71
	30.	29.7	1.97	.63	31.1	1.95	.64	29.2	1.96	.63	23.7	2.11	.62
H.	31.	85.0	1.08	.29	84.6	1.09	.29	81.8	1.09	.29	92.1	1.02	.26
	32.	8.3	2.17	.45	8.8	2.19	.47	8.6	2.17	.45	3.9	2.07	.31
	33.	5.7	2.73	.48	6.5	2.71	.50	6.0	2.74	.47	0.0	2.91	.29
I.	34.	42.3	1.70	.68	40.5	1.77	.70	41.0	1.70	.65	61.8	1.29	.52
	35.	21.7	2.43	.69	22.9	2.36	.69	20.8	2.46	.69	21.1	2.25	.65
	36.	35.4	1.90	.72	36.2	1.89	.72	36.0	1.88	.74	17.1	2.46	.63
J.	37.	75.8	1.15	.33	72.2	1.19	.39	80.1	1.10	.30	89.5	1.04	.27
	38.	7.4	2.62	.53	8.7	2.65	.54	6.0	2.61	.53	0.0	2.46	.50
	39.	15.7	2.20	.55	18.9	2.14	.55	10.5	2.26	.53	9.2	2.48	.56
K.	40.	30.5	1.86	.52	30.1	1.89	.53	34.6	1.77	.54	27.6	1.83	.42
	41.	58.0	1.35	.59	58.7	1.35	.58	50.3	1.45	.62	61.8	1.30	.76
	42.	11.4	2.77	.48	11.3	2.76	.50	12.7	2.78	.48	15.8	2.73	.57
L.	43.	59.7	1.31	.52	58.1	1.34	.54	59.2	1.30	.50	51.3	1.46	.37
	44.	7.8	2.75	.48	9.4	2.70	.52	5.7	2.79	.42	32.9	1.85	.29
	45.	29.5	1.94	.59	30.3	1.95	.64	29.5	1.92	.59	15.8	2.61	.41

TABLE 13--Continued

PERCENTAGE OF FIRST CHOICES, MEDIANS AND INTERQUARTILE RANGES FOR THE CORE AREA OF EACH POPULATIONS SURVEY

Question	Item	Government Agencies			Educators			Civic Organications			Business Industry and Labor		
		%#1	M.	IQR	%#1	M.	IQR	%#1	M.	IQR	%#1	M.	IQR
A.	10.	28.0	2.19	.74	26.7	2.53	.81	20.0	2.17	.59	24.3	2.01	.54
	11.	64.0	1.28	.50	56.7	1.38	.49	55.0	1.41	.61	57.9	1.35	.53
	12.	8.2	2.54	.55	16.7	2.45	.63	25.0	2.50	.75	17.8	2.70	.63
B.	13.	0.0	2.87	.31	6.7	2.82	.37	0.0	2.91	.29	1.9	2.90	.30
	14.	84.0	1.10	.30	93.3	1.02	.26	95.0	1.03	.26	84.1	1.08	.29
	15.	16.0	2.00	.37	0.0	2.16	.33	5.0	2.06	.31	13.1	2.00	.34
C.	16.	24.0	1.96	.45	36.7	1.72	.51	35.0	1.73	.45	26.2	1.92	.48
	17.	64.0	1.28	.48	56.7	1.38	.53	60.0	1.33	.51	66.4	1.25	.46
	18.	12.0	2.81	.42	6.7	2.92	.29	5.0	2.97	.26	8.4	2.85	.32
D.	19.	88.0	1.07	.28	93.3	1.04	.27	85.0	1.09	.29	92.5	1.04	.27
	20.	0.0	2.96	.27	3.3	2.90	.30	0.0	2.91	.29	1.9	2.90	.30
	21.	12.0	1.95	.30	3.3	2.06	.30	15.0	2.00	.36	3.7	2.08	.32
E.	22.	64.0	1.28	.50	80.0	1.12	.31	80.0	1.12	.31	69.2	1.20	.47
	23.	16.0	2.21	.56	16.7	2.09	.48	5.0	2.25	.48	12.1	2.23	.54
	24.	20.0	2.54	.67	3.3	2.74	.46	15.0	2.73	.56	17.8	2.46	.64
F.	25.	70.8	1.19	.38	63.3	1.26	.45	80.0	1.12	.31	69.2	1.22	.42
	26.	29.2	1.76	.43	36.7	1.74	.50	20.0	1.88	.31	29.0	1.79	.41
	27.	0.0	3.00	.25	0.0	2.96	.27	0.0	3.00	.25	1.9	2.98	.26
G.	28.	48.0	1.50	.58	53.3	1.44	.98	35.0	2.00	.79	37.4	2.00	.86
	29.	32.0	2.17	.82	26.7	2.09	.68	45.0	1.64	.65	38.3	1.87	.82
	30.	20.0	2.22	.64	20.0	2.00	.43	20.0	2.36	.65	21.5	2.03	.49
H.	31.	96.0	1.02	.26	96.7	1.02	.26	100.0	1.00	.25	95.3	1.02	.26
	32.	4.0	2.08	.32	3.3	2.18	.40	0.0	2.17	.33	4.7	2.11	.34
	33.	0.0	2.90	.30	0.0	2.80	.39	0.0	2.83	.33	0.0	2.84	.33
I.	34.	45.8	1.65	.60	76.7	1.15	.33	60.0	1.33	.54	50.5	1.46	.57
	35.	20.8	2.70	.80	3.3	2.84	.33	15.0	2.97	.49	13.1	2.79	.46
	36.	33.3	1.82	.60	20.0	2.00	.43	25.0	1.95	.45	36.4	1.78	.58
J.	37.	84.0	1.10	.30	90.0	1.06	.28	95.0	1.03	.26	92.5	1.03	.26
	38.	4.0	2.50	.52	6.7	2.30	.52	0.0	2.50	.50	1.9	2.49	.51
	39.	12.0	2.29	.55	3.3	2.59	.51	5.0	2.50	.53	3.7	2.44	.52
K.	40.	37.5	1.73	.51	30.0	1.80	.42	25.0	1.88	.38	15.9	1.97	.35
	41.	58.3	1.30	.51	63.3	1.26	.54	75.0	1.17	.33	79.4	1.12	.31
	42.	4.2	2.84	.33	6.7	2.89	.30	0.0	2.83	.33	6.5	2.84	.33
L.	43.	76.0	1.16	.33	80.0	1.08	.29	55.0	1.36	.55	72.0	1.18	.35
	44.	4.0	2.89	.31	0.0	2.91	.29	0.0	2.87	.32	3.7	2.90	.30
	45.	20.0	1.93	.38	16.7	1.97	.37	45.0	1.67	.55	23.4	1.92	.41

TABLE 14

CONGRUENCE OF CHOICES AMONG POPULATIONS AND SELECTED SUBPOPULATIONS FOR THE TOTAL SAMPLE RESPONSES

Questions (order of choice for total sample)	Population and Subpopulation Agreeing with Total Sample	% of Agreement	Population and Subpopulation Deviating from Total Sample	% of Deviation
10 11 12 (2) (1) (3)	16	94.12	1	5.88
13 14 15 (3) (1) (2)	16	94.12	1	5.88
16 17 18 (2) (1) (3)	17	100.00	0	0.00
19 20 21 (1) (3) (2)	17	100.00	0	0.00
22 23 24 (1) (2) (3)	13	76.47	4	23.53
25 26 27 (1) (2) (3)	17	100.00	0	0.00
28 29 30 (3) (2) (1)	3	17.65	14	82.35
31 32 33 (1) (2) (3)	17	100.00	0	0.00
34 35 36 (1) (3) (2)	16	94.12	1	5.88
37 38 39 (1) (3) (2)	16	94.12	1	5.88
40 41 42 (2) (1) (3)	17	100.00	0	0.00
43 44 45 (1) (3) (2)	17	100.00	0	0.00
Total	182	89.22	22	10.78

8. Respondents in the southern area, excluding Niles

9. Northern area respondents, including Benton Harbor and Saint Joseph

10. Southern area respondents, including Niles

As can be seen from this table, all populations and all selected subpopulations agreed on their first choices for all items except numbers 28 through 30.

For items 10 through 12, civic organizations disagreed with all other groups on their second and third choices.

For items 13 through 15, educators disagreed with all other groups on their second and third choices.

For items 22 through 24, students, government agencies, civic organizations, and business, industry and labor samples all ranked item 24 as their second choice and item 23 as their third choice.

There was little agreement among groups on items 28 through 30. Only subpopulations numbered 4, 7, and 9 agreed with the order of choices for the total sample. Lake Michigan College faculty and staff, government agencies, educators, and subpopulation number 3 ranked these items as follows: 28 (1), 29 (2), and 30 (3). The general populations, students, civic organizations, business, industry, and labor ranked them as 28 (2), 29 (1), and 30 (3). Subpopulations numbered 2, 6, 8, and 10 ranked them as 28 (3), 29 (1), and 30 (2). Subpopulation number 1 ranked them as 28 (2), 29 (3), and 30 (1); and subpopulation 5 ranked them as 28 (1), 29 (3), and 30 (2).

For items 34 through 36, Lake Michigan College faculty and staff disagreed with all other groups on the order of their second and third choices.

For items 37 through 39, subpopulation number 3 ranked their second and third choices in reverse order from that of all other groups.

Thus, except for items 28 through 30, there was complete agreement among all populations and selected subpopulations regarding which item in each set of goal options was most important, and there was only minor disagreement among the groups regarding which items were of moderate or little importance.

Congruence among Subpopulations of the General Population Survey. The largest number of responses came from the General Population Survey. Data for this survey were analyzed for congruence among sub-

populations and were compared with responses for the total survey. There were sixteen subpopulations included in the analysis and these were divided among four general categories as follows:

1. Sex: (1) male; (2) female
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+
3. Education: (1) less than high school; (2) high school graduate; (3) community or junior college graduate; (4) B. A. degree; (5) more than B. A. degree
4. Relationship with LMC: (1) student; (2) former student: (3) parent of LMC student; (4) relative of LMC student; (5) no relationship

The analysis of this data appears in table 15.

This table shows that only respondents in the 0-19 age bracket disagreed with the total sample on items 10 through 12; they ranked these items as 10 (3), 11 (1), and 12 (2).

For items 16 through 18, respondents with more education than a B. A. degree ranked their choices as 10 (1), 11 (2), and 12 (3).

Again there was considerable disagreement among the subpopulations on items 28 through 30. Respondents age 60 and over ranked these as 28 (1), 29 (2), and 30 (3). LMC students ranked them as 28 (1), 29 (3), and 30 (2). Males, respondents with less than a high school education, and high school graduates ranked them as 28 (2), 29 (3) and 30 (1). Five groups, respondents age 40-59, community or junior college graduates, those with a B. A. degree, parents and relatives of LMC students marked these items as 28 (3), 29 (1), and 30 (2). Females, respondents age 0-39, those with more education than a B. A. degree, former LMC students, and those with no relationship to Lake Michigan College ranked these

TABLE 15

CONGRUENCE OF RESPONSES AMONG SUBPOPULATIONS
OF THE GENERAL POPULATION SURVEY

Questions (order of choice for total sample)	Subpopulation Agreeing with Total Sample	% of Agreement	Subpopulation Deviating from Total Sample	% of Deviation
10 11 12 (2) (1) (3)	15	93.75	1	6.25
13 14 15 (3) (1) (2)	16	100.00	0	0.00
16 17 18 (2) (1) (3)	15	93.75	1	6.25
19 20 21 (1) (3) (2)	16	100.00	0	0.00
22 23 24 (1) (2) (3)	16	100.00	0	0.00
25 26 27 (1) (2) (3)	16	100.00	0	0.00
28 29 30 (3) (2) (1)	6	37.50	10	62.50
31 32 33 (1) (2) (3)	15	93.75	1	6.25
34 35 36 (1) (3) (2)	12	75.00	4	25.00
37 38 39 (1) (3) (2)	16	100.00	0	0.00
40 41 42 (2) (1) (3)	16	100.00	0	0.00
43 44 45 (1) (3) (2)	16	100.00	0	0.00
Total	175	91.15	17	8.85

items in the same order as the total sample.

For items 31 through 33, respondents age 0-19 agreed with the total samples on their first choice, but disagreed on their second and third choices.

Of the four groups who deviated from the total sample on items 34 through 36, two, those with more than a B. A. degree and LMC students, agreed on item 34 for their first choice, but reversed their second and third choices from those of the total sample. Respondents

age 0-19 again disagreed, ranking their choices as 34 (3), 35 (2), and 36 (1). Relatives of LMC students also ranked item 36 as their first choice, but ranked item 34 as second and item 35 as third.

Except for items 28 through 30, there was again considerable agreement among subpopulations as to their first choices on all items but 16 through 18 with one group disagreeing, and items 34 through 36 with two groups disagreeing.

Congruence among Subpopulations of the Student and LMC Faculty and Staff Surveys. There are two groups of particular importance to Lake Michigan College. Because of their importance, data from their selected subpopulations were analyzed for agreement and compared with the total sample responses.

Data for the Student Survey is analyzed in table 16. Subpopulations selected for analysis were:

1. Male students
2. Female students
3. Students with less than a high school education
4. High school graduates
5. Community or junior college graduates
6. Students with a B. A. degree
7. Students with more than a B. A. degree
8. Full-time students
9. Part-time students
10. Continuing-education students
11. Freshmen
12. Sophomores

TABLE 16

CONGRUENCE OF RESPONSES AMONG SELECTED SUBPOPULATIONS OF THE STUDENT SURVEY

Questions (order of choices for Total Sample)	Subpopulations Agreeing with Total Sample	% of Agreement	Subpopulations Deviating from Total Sample	% of Deviation
10 11 12 (2) (1) (3)	5	41.67	7	58.33
13 14 15 (3) (1) (2)	12	100.00	0	0.00
16 17 18 (2) (1) (3)	11	91.67	1	8.33
19 20 21 (1) (3) (2)	12	100.00	0	0.00
22 23 24 (1) (2) (3)	11	91.67	1	8.33
25 26 27 (1) (2) (3)	12	100.00	0	0.00
28 29 30 (3) (2) (1)	3	25.00	9	75.00
31 32 33 (1) (2) (3)	12	100.00	0	0.00
34 35 36 (1) (3) (2)	11	91.67	1	8.33
37 38 39 (1) (3) (2)	11	91.67	1	8.33
40 41 42 (2) (1) (3)	11	91.67	1	8.33
43 44 45 (1) (3) (2)	11	91.67	1	8.33
Total	122	84.72	22	15.28

Six of the seven student subpopulations that disagreed with the total sample responses on items 10 through 12 listed them as 10 (1), 11 (2), and 12 (3). These groups were subpopulations numbered 1, 3, 5, 8, 10, and 12. Student respondents with B. A. degree ranked these items as 10 (2), 11 (3), and 12 (1). So, while students disagreed among themselves and with the total sample, there was a significant group who felt that Lake Michigan College should prepare students to enter a four-year college or university.

Student respondents with more than a B. A. degree ranked their choices on items 16 through 18 as 16 (1), 17 (2), and 18 (3).

For items 22 through 24, students with less than a high school education selected item 22 as their first choice, but disagreed with the total sample response on the order of their second and third choices.

Items 28 through 30 again reveal considerable difference of opinion among the respondents. However, seven of the nine student subpopulations who disagreed with the total sample response ranked their choices as 28 (3), 29 (1), and 30 (2); these were subpopulations numbered 1, 2, 5, 6, 9, 10, and 12. Respondents with less than a high school education ranked these items as 28 (1), 29 (2), and 30 (3). Students indicated greater agreement than any other population surveyed that Lake Michigan College can be of greatest service to the community by providing college courses and credit through radio and extension centers.

Only part-time student respondents disagreed with all other student subpopulations for items 34 through 36, which they ranked as 34 (2), 35 (3), and 36 (1).

For items 37 through 39, student respondents with B. A. degrees ranked these items as 37 (1), 38 (2), and 39 (3).

Students with less than a high school diploma disagreed with total samples respondents on items 40 through 45. They ranked items 40 through 42 as 40 (1), 41 (2), and 42 (3); and items 43 through 45 as 43 (2), 44 (3), and 45 (1).

Subpopulations from the LMC Administration, Faculty, and Staff Survey that were analyzed for congruence and compared with the total sample responses were (1) administrators, (2) full-time teachers, (3) part-time teachers, and (4) non-teaching employees. This analysis

TABLE 17

CONGRUENCE OF RESPONSES AMONG SELECTED SUBPOPULATIONS OF THE LMC ADMINISTRATOR, FACULTY AND STAFF SURVEY

Questions (order of choices for Total Sample)	Subpopulations Agreeing with Total Sample	% of Agreement	Subpopulations Deviating from Total Sample	% of Deviation
10 11 12 (2) (1) (3)	2	50.0	2	50.0
13 14 15 (3) (1) (2)	4	100.0	0	0.0
16 17 18 (2) (1) (3)	2	50.0	2	50.0
19 20 21 (1) (3) (2)	4	100.0	0	0.0
22 23 24 (1) (2) (3)	4	100.0	0	0.0
25 26 27 (1) (2) (3)	4	100.0	0	0.0
28 29 30 (3) (2) (1)	1	25.0	3	75.0
31 32 33 (1) (2) (3)	4	100.0	0	0.0
34 35 36 (1) (3) (2)	2	50.0	2	50.0
37 38 39 (1) (3) (2)	1	25.0	3	75.0
40 41 42 (2) (1) (3)	4	100.0	0	0.0
43 44 45 (1) (3) (2)	4	100.0	0	0.0
Total	36	75.0	12	25.0

appears in table 17.

Full-time teachers ranked items 10 through 12 as 10 (3), 11 (1), and 12 (2). Part-time teachers ranked these same items as 10 (1), 11 (2), and 12 (3).

These same groups differed from the total sample on items 16 through 18, which they both ranked as 16 (1), 17 (2), and 18 (3).

For items 28 through 30, administrators ranked them as 28 (1), 29 (2), and 30 (3). Full-time teachers and non-teaching employees ranked

these same items as 28 (3), 29 (1), and 30 (2).

For items 34 through 36, full-time teachers and non-teaching employees agreed with the total sample responses on their first choice, but their second and third choices are the reverse of total sample responses.

Finally, three groups, administrators, full-time teachers, and non-teaching employees, deviated from the total sample in ranking their second and third choices, but agreed with the total sample on their first choice.

General Population Open-ended Responses. The General Population Survey included Question M, "Are there other goals you feel Lake Michigan College should be stressing?" Three hundred fifty-two of the respondents answered this question. Their answers were grouped into sixteen categories. Percentages were computed for the number of answers in each category, and the rank order of each category was indicated. The analysis of this data is shown in table 18.

The five most frequent responses to this question indicate a need for:

1. Specific courses in a wider and more flexible curriculum (response E 2)
2. Personal development and growth of students (response A)
3. Increased community services and development (response B)
4. General improvement in curriculum (response E 1)
5. Improved communication and public relations (response F)

Findings in the Separate Group Areas

Explanation of Separate Group Areas. All of the questionnaires except that of the General Population Survey contained additional

TABLE 18

ANALYSIS OF OPEN-ENDED RESPONSES FROM THE GENERAL POPULATION SURVEY

Question M: Are there other goals you feel Lake Michigan College should be stressing?

	No. of Responses	Percentage	Rank Order
A. Personal Development and Growth of Students	43	12.22	2
B. Increased Community Services and Development	39	11.08	3
C. Improved Counseling and Guidance of Students	18	5.11	6.5
D. Expansion to a Four-year College	18	5.11	6.5
E. Wider, More Flexible and Relevant Curriculum			
1. General Suggestions for Improvement	28	7.95	4
2. Specific Courses	63	17.90	1
F. Improved Communication and Public Relations	21	5.97	5
G. Greater Transferability of Credits	14	4.00	12
H. Preparation for Higher Education	6	1.70	17
I. Improved Admission Policies	1	0.28	19
1. Open Admission	8	2.27	15
2. Tighter Control	15	4.26	11
J. Financial Austerity	10	2.84	13
K. Low Cost Tuition or Financial Assistance for Needy Students	9	2.56	14
L. Educational Excellence	17	4.83	8
M. Improved Faculty	16	4.55	9.5
N. More Participation in LMC Administration	3	0.85	18
O. Expanded or Improved Facilities and Equipment	7	1.99	16
P. No Definite Answer or Specific Suggestion	16	4.55	9.5
Total	352	100.02	

questions designed particularly for the population being surveyed. An analysis of data for each of these surveys follows, then a comparison of responses for similar survey items is presented.

Survey 2. LMC Student Survey. On this survey, there were eleven additional questions lettered M through W with choices that students were to mark as "most important" (1), "second in importance" (2), and "least important" (3). There were four open-ended questions on which students were asked to comment.

The analysis of data for questions M through W is shown in table 19. For each questionnaire item, the percentage of first choices, the median, and the interquartile range are given, and where the first choice is sufficiently clear, its number is circled on the left. The data for this table should be interpreted in the same manner as that for table 12.

Responses on this survey, and on the LMC Administration, Faculty, and Employee Survey which follows, reveal less agreement than for most other surveys. There was most agreement on the Student Survey that students need to understand personal economic realities (item 70), that they need help in choosing lifework goals, the most important long-range guidance service (item 55), that they need help in choosing classes, an important short-range guidance service (item 58), that on-the-job experience in local industries is the most effective means for providing vocational training (item 54), and that guidance and counseling services provided for high school seniors is the most effective technique for recruiting students (item 68). There was least agreement on preferred type of extra-curricular activity (items 61 and 63), on the best way to participate in college government (items 49

TABLE 19

PERCENTAGE OF FIRST CHOICES, MEDIANS AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH W OF THE STUDENT SURVEY

		%#1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?			
	46a. Information through the news media (radio, TV, newspaper).	46a.	47.0	1.57	.76
	47b. Administration and faculty involvement with industry, labor, and government agencies.	47b.	20.1	2.19	.61
	48c. Student participation in community activities (such as volunteer driver for the aged, tutors for the educationally disadvantaged, etc.).	48c.	30.5	2.08	.75
N.	In what way do you feel students should be participating in college government at LMC?			
	49a. Through serving on the student senate.	49a.	37.7	1.85	.77
	50b. Through a non-voting representative on the Board of Trustees.	50b.	18.4	2.53	.66
	51c. Through serving on a student-faculty committee.	51c.	39.8	1.72	.63
O.	Which do you feel is most important in providing effective vocational training at LMC?			
	52a. Adequate, up-to-date laboratory experience.	52a.	26.6	1.97	.53
	53b. Basic theory through classroom instruction.	53b.	20.9	2.55	.69
	54c. On-the-job experience through cooperation with local industries.	54c.	51.8	1.44	.71
P.	Which of the following long-range guidance services would be most helpful?			
	55a. Help in choosing your lifework goals.	55a.	53.3	1.42	.58
	56b. Help in personal and family problems	56b.	4.6	2.83	.33
	57c. Help in getting a job when you graduate.	57c.	41.2	1.67	.56
Q.	Which of the following short-range guidance services would be most helpful?			
	58a. Help in choosing classes.	58a.	52.0	1.44	.60
	59b. Help in improving your study skills.	59b.	34.5	1.83	.58
	60c. Help in getting a part-time job while you study.	60c.	12.9	2.74	.53
R.	In what extra-curricular activities would you prefer to participate?			
	61a. Sports and other body-building activities.	61a.	38.1	1.85	.78
	62b. Student newspaper, debating teams, and other educational activities.	62b.	20.8	2.36	.67
	63c. Crafts, hobbies, and other leisure-time activities.	63c.	37.4	1.80	.67

TABLE 19--Continued

		%#1	M.	IQR
S.	What do you feel are the most effective instructional methods to use at LMC?			
	64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc.	64a. 37.0	1.81	.65
	65b. Use of traditional lecture/class discussion methods.	65b. 41.0	1.77	.77
	66c. Use of self-teaching units and other individualized learning methods.	66c. 20.6	2.42	.68
T.	Which do you feel are the most effective techniques for recruiting students?			
	67a. Direct advertising through radio, TV, newspaper, etc.	67a. 16.1	2.73	.58
	68b. Guidance and counseling services for high school seniors.	68b. 51.5	1.45	.61
	69c. Promotion programs by LMC faculty and students in local high schools.	69c. 30.2	1.88	.54
U.	Which do you think is most important for you to understand?			
	70a. Recognizing personal economic realities.	70a. 63.3	1.27	.51
	71b. Understanding cultural backgrounds and life patterns.	71b. 23.8	2.21	.68
	72c. Recognizing political realities.	72c. 11.3	2.48	.58
V.	Which of the following kinds of academic advisement would be most helpful to you?			
	73a. Advisor-approved schedules each semester.	73a. 49.7	1.46	.77
	74b. Advisor-approved schedules for freshman year only.	74b. 24.2	1.87	.39
	75c. No required advisement.	75c. 21.8	2.74	.72
W.	Why are you studying at LMC?			
	76a. To learn a skill in order to get a job.	76a. 39.6	1.74	.73
	77b. To prepare for transfer to another school.	77b. 31.6	2.03	.79
	78c. To obtain a general education in order to satisfy a personal need.	78c. 25.2	2.11	.68

and 51), and on the most effective instructional methods (items 64 and 65).

Data for the four open-ended questions are shown in tables 20 through 23. The number and percentage of responses and the rank order for each response category are given.

TABLE 20

ANALYSIS OF RESPONSES FOR QUESTION I OF THE STUDENT SURVEY

Question I. What should be the primary goal in the relationship between LMC students and teachers?	No. of Responses	Percentage	Rank Order
A. Clarification of Roles	34	5.69	6
B. Effective Teaching Procedures and a Proper Learning Atmosphere	203	33.95	1
C. Good Human Relationship--Understanding and Encouragement	169	28.26	2
D. Communication--Free Two-way Flow	83	13.88	3
E. Guidance Counseling--Special Help	53	8.86	4
F. Personal Development of Student and/or Teacher	37	6.19	5
G. Prepare Students for Further Education and Work	17	2.84	7
H. No Definite Answer	2	0.33	8
Total	598	100.00	

The responses in tables 20, 21, and 23 reveal that LMC students feel a need for:

1. Effective teaching procedures and learning atmosphere (table 20, response B; table 21, response A; and table 23, response B)

2. An understanding human relationship with LMC teachers and administrators (table 20, response C; table 21, response B)

3. Improved communication with teachers and administrators (table 20, response D; table 21, response E)

4. Improved curricular offerings and scheduling of classes (table 23, response G)

TABLE 21

ANALYSIS OF RESPONSES FOR QUESTION 11
OF THE STUDENT SURVEY

Question 11: What should be the primary goal in the relationships between LMC students and administrators?

		No. of Responses	Percentage	Rank Order
A.	To Provide Stimulating Atmosphere and High Quality Education	55	11.96	3
B.	Good Human Relations Trust, Understanding, and Cooperation	113	24.57	1
C.	Guidance Counseling and Special Help	36	7.83	6
D.	Personal Development of Student and/or Administrators	8	1.74	9
E.	Better Communication to Increase Awareness and Involvement on Both Sides	103	22.39	2
F.	To Facilitate Effective Administration of School	32	6.96	7
G.	To Provide Services and Education Relevant to Needs of Student and Society	54	11.74	4
H.	Prepare Students for Higher Education	2	0.43	11
I.	No Direct Relationship	4	0.87	10
J.	A Voice in LMC Administration/Governance	42	9.13	5
K.	No Definite Answer	11	2.39	8
	Total	460	100.01	

The responses in table 22 show that students feel that Lake Michigan College is helping them most effectively in:

1. Providing a general education opportunity (response C)
2. Providing vocational and career education (response A)
3. Providing opportunity for personal and social development (response G)

TABLE 22

ANALYSIS OF RESPONSES FOR QUESTION III
OF THE STUDENT SURVEY

Question III: How do you feel LMC is helping you most effectively in reaching your life goals?	No. of Responses	Percentage	Rank Order
A. Vocational and Career Education	77	14.47	2.5
B. Preparing for Higher Education--Transferable Credits	56	10.53	4
C. General Educational Opportunity	103	19.36	1
D. By Providing Wide, Interesting Curricula	47	8.83	5
E. By Providing Part-time Opportunities for Full-time workers	24	4.51	8
F. Low Cost Tuition	45	8.46	6
G. Opportunity for Personal and Social Development	77	14.47	2.5
H. They're Not	12	2.26	11
I. Little Help	17	3.20	10
J. Some Help	5	0.94	15
K. Very Much Help	8	1.50	12
L. By Providing Training in Specific Areas	21	3.95	9
M. By Providing a Well-trained, Qualified, Understanding Faculty	27	5.08	7
N. By Providing Counseling and Guidance	7	1.32	13
O. No Definite Answer	6	1.13	14
Total	532	100.01	

TABLE 23

ANALYSIS OF RESPONSES FOR QUESTION IV
OF THE STUDENT SURVEY

Question IV: What specific things need to be changed at LMC to help you get a better education?

		No. of Responses	Percentage	Rank Order
A.	Improved Human Relationships; More Communication and Interaction	29	6.01	9
B.	Evaluation of and Improved Teaching Procedures and Methods	63	13.15	2
C.	Cheaper Cost and More Availability of Funds	11	2.30	11.5
D.	More Transferability of Credit or Expansion to a Four-year College	35	7.31	6
E.	Additional, Better Qualified, or Racially Balanced Faculty	50	10.44	3
F.	Improved Student Services, Guidance, and Counseling, and Placement	34	7.10	7
G.	Improved Curricular Offerings and Scheduling	86	17.95	1
H.	Expanded Services and Courses for Community and Part-time Students	48	10.02	4.5
I.	Improved Admissions Procedures	7	1.46	13
J.	Additional or Improved Facilities; Better Use and Preparation of Facilities	48	10.02	4.5
K.	Better Administration and Creation of Pleasanter Learning Environment	31	6.47	8
L.	Better Liason Between LMC and Other Local Institutions	1	0.20	14
M.	No Change	25	5.22	10
N.	No Definite Answer	11	2.30	11.5
	Total	479	99.95	

Survey 3. LMC Administration, Faculty, and Employee Survey. This survey included ten additional questions lettered M through V with choices to be marked from "most" to "least important." There were six open-ended questions on which respondents were requested to comment.

Questions M through V are analyzed in table 24. The percentage of respondents marking an item as "1", the median, and the interquartile range are given for each questionnaire item, and the number of the item that received the highest number of ones is circled on the left. The date should be interpreted in the same way as the data in table 12.

The responses on this questionnaire reveal less agreement among respondents on most questionnaire items than for any other survey except the student survey. This is, perhaps, understandable considering the diverse nature of the four main subpopulations--administrators, full-time and part-time teachers, and non-teaching employees. There was most agreement on the way teaching faculty should participate in LMC administration (participating directly with faculty representatives on administrative committees--item 62) and on what provides the greatest job satisfaction for LMC employees (recognition of professional efforts and accomplishments--item 57). There was least agreement on the most effective techniques used by Lake Michigan College to recruit students (items 68 and 69), on what is most important in providing effective vocational training (items 53 and 54), and on the most effective instructional methods LMC teachers should use (items 64 and 65).

TABLE 24

PERCENTAGE OF FIRST CHOICES, MEDIANS AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH V OF THE LMC ADMINISTRATION, FACULTY, AND EMPLOYEE SURVEY

		% #1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?			
	46a. Information through the news media (radio, TV, newspaper).	46a. 51.3	1.46	.77
	47b. Administration and faculty involvement with industry, labor, and government agencies.	47b. 32.9	1.85	.56
	48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.).	48c. 15.8	2.61	.62
N.	How do you feel the teaching faculty could best help LMC in its development?			
	49a. Serve on faculty committees that advise the administration of needs for development.	49a. 27.6	2.05	.69
	50b. Serve on administration-faculty planning committees.	50b. 50.0	1.46	.61
	51c. Suggest new facilities and curricular changes to the college administration.	51c. 21.1	2.51	.70
O.	Which do you think is most important in providing effective vocational training at LMC?			
	52a. Adequate, up-to-date laboratory experience.	52a. 23.7	2.04	.55
	53b. Basic theory through classroom instruction.	53b. 35.5	2.21	.88
	54c. On-the-job experience through cooperation with local industries.	54c. 39.5	1.78	.70
P.	Which do you feel provides the greatest job satisfaction for LMC Employees?			
	55a. Salary increases and greater fringe benefits such as retirement, insurance and travel allowance.	55a. 31.6	1.92	.63
	56b. Improved working conditions.	56b. 14.5	2.50	.61
	57c. Recognition of your professional efforts and accomplishments.	57c. 55.3	1.38	.70
Q.	Which do you feel would be most helpful in enabling LMC teachers to teach most effectively?			
	58a. Increased library resources.	58a. 22.4	2.12	.63
	59b. Increased audio-visual equipment.	59b. 31.6	1.85	.60
	60c. Provision for non-teaching assitants.	60c. 38.2	2.10	.92

TABLE 24--Continued

		% #1	M.	IQR
R.	In what way do you feel the teaching faculty should be participating in the administration of LMC?			
	61a. Serving in an advisory capacity to inform the administration of faculty needs and desires.	61a.	35.5	1.71	.46
	(62b). Participating directly with faculty representatives on administrative committees.	62b.	57.9	1.32	.50
	63c. Not participating at all in the administration of LMC.	63c.	3.9	2.97	.26
S.	What do you feel are the most effective instructional methods for LMC teachers to use?				
	64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc.	64a.	32.9	1.87	.66
	(65b). Use of traditional lecture/class discussion methods.	65b.	36.8	1.87	.81
	66c. Use of self-teaching units and other individualized learning methods.	66c.	23.7	2.21	.70
T.	Which do you feel are the most effective techniques used by LMC for recruiting students?				
	67a. Direct advertising through radio, TV, newspaper, etc.	67a.	15.8	2.63	.62
	68b. Guidance and counseling services for high school seniors.	68b.	39.5	1.71	.60
	(69c). Promotion programs by LMC faculty and students in local high schools.	69c.	42.1	1.70	.73
U.	(For Teaching Faculty Only) How do you feel the teaching faculty can best help improve the LMC instructional staff?				
	(70a). Participate in in-service programs to improve your own skills.	70a.	49.0	1.42	.63
	71b. Recommend and/or approve new teaching personnel whenever vacancies occur or additional teachers are needed.	71b.	41.2	1.69	.68
	72c. Participate in committees that help evaluate teachers.	72c.	3.9	2.64	.52
V.	(For Administrative Faculty Only). How do you feel the administrative staff can best help improve the educational program at LMC?				
	(73a). Recommend highly qualified teachers whenever vacancies occur or additional teachers are needed.	73a.	63.6	1.50	*
	74b. Provide opportunities for in-service training of teaching faculty.	74b.	18.2	2.00	*
	75c. Initiate self-evaluation procedures for LMC teachers.	75c.	9.1	2.50	*

*No information on computer printout.

The responses of the four subpopulations mentioned above are analyzed in table 25, which shows the order of choices based on median responses and interquartile ranges for questionnaire items 46 through 69 for each subpopulation. Questions U and V are not included in this table as they were for specific subpopulations.

From this table, it can be seen that administrators disagree with the total responses on questions [illegible] and T and are inconclusive on question S.

TABLE 25

ORDER OF CHOICES*, MEDIANS, AND INTERQUARTILE RANGES FOR SUBPOPULATIONS OF THE ADMINISTRATION, FACULTY, AND EMPLOYEE SURVEY FOR QUESTIONS M THROUGH T

Question	Item	Total Population			Admin-istration			Full-Time Teachers			Part-Time Teachers			Employees		
		O*	M.	IQR	O*	M.	IQR	O*	M.	IQR	O*	M.	IQR	O*	M.	IQR
M.	46.	1	1.46	.77	1	1.37	.70	1	1.56	.73	1	1.45	.82	1	1.42	.81
	47.	2	1.85	.56	2	1.79	.54	2	1.87	.52	2	1.85	.56	2	1.88	.70
	48.	3	2.61	.62	3	2.80	.41	3	2.65	.68	3	2.43	.65	3	2.40	.55
N.	49.	2	2.05	.69	2	1.92	.57	2	2.25	.55	2	1.75	.87	2	1.88	.70
	50.	1	1.46	.61	1	1.43	.61	1	1.31	.57	1	1.75	.62	1	1.60	.55
	51.	3	2.51	.70	3	2.69	.59	3	2.44	.73	3	2.21	.69	3	2.71	.62
O.	52.	2	2.04	.5[illegible]	2	1.88	.47	2	2.03	.47	2	2.00	.62	3	2.58	.65
	53.	3	2.21	.[illegible]	3	2.72	.87	3	2.10	.89	3	2.25	.77	1	1.42	.81
	54.	1	1.78	.70	1	1.70	.66	1	1.88	.79	1	1.58	.72	2	1.92	.48
P.	55.	2	1.92	.63	2	2.07	.53	1	1.82	.66	2	2.00	.67	2	1.80	.58
	56.	3	2.50	.61	3	2.72	.56	3	2.15	.59	3	2.59	.52	3	2.71	.62
	57.	1	1.38	.70	1	1.28	.49	2	2.00	.90	1	1.21	.45	1	1.29	.51
Q.	58.	3	2.12	.63	3	2.25	.57	3	2.53	.63	2	2.00	.45	1	1.33	.48
	59.	1	1.85	.60	2	1.92	.57	2	1.96	.54	1	1.40	.57	2	2.10	.53
	60.	2	2.10	.92	1	1.43	.94	1	1.41	.75	3	2.75	.69	3	2.79	.57
R.	61.	2	1.71	.46	2	1.57	.50	2	1.81	.37	2	1.79	.40	1	1.29	.46
	62.	1	1.32	.50	1	1.36	.54	1	1.19	.37	1	1.27	.51	2	1.86	.42
	63.	3	2.97	.26	3	2.95	.27	3	3.00	.25	3	2.94	.28	3	2.95	.28
S.	64.	1	1.87	.66		1.88	.77	2	1.88	.63	1	1.71	.65	2	2.12	.59
	65.	2	1.87	.81	3	2.20	.65	1	1.86	.84	2	1.92	.76	1	1.25	.69
	66.	3	2.21	.70		1.88	.77	3	2.25	.69	3	2.25	.73	3	2.37	.56
T.	67.	3	2.63	.62	3	2.78	.51	3	2.69	.53	3	2.30	.81	3	2.58	.55
	68.	2	1.71	.60	1	1.75	.57	2	1.84	.50	1	1.67	.72	1	1.29	.51
	69.	1	1.70	.73	2	1.88	.77	1	1.35	.76	2	1.94	.58	2	1.88	.70

* Order of choices based on medians and interquartile ranges, not on percentages

Full-time teachers disagree with total survey responses on questions P, Q, and S. Part-time teachers disagree with total survey responses on questions Q and T. Non-teaching employees disagree with total survey responses on questions O, Q, R, S, and T. All groups agree on questions M and N only.

[illegible] for the six open-ended questions is shown in tables 26 through 31. These tables show the categories into which answers on these questions were divided, the number and percentage of responses, and the rank order for each category.

TABLE 26

ANALYSIS OF RESPONSES FOR QUESTION I OF THE ADMINISTRATION, FACULTY, AND EMPLOYEE SURVEY

Question I: What should be the primary goal in the relationship between LMC administrators and faculty?

	No. of Responses	Percentage	Rank Order
A. Administrative Assistance to Teachers	4	5.13	7.5
B. Administrative Awareness of Teacher Output	4	5.13	7.5
C. Faculty Participation in Decision-making	5	6.41	6
D. Communication	13	16.67	3.5
E. Cooperation	15	19.23	2
F. To Improve Education and Service to Community	17	21.79	1
G. Improved Understanding and Interpersonal Relationships	13	16.67	3.5
H. Clear Delineation of Lines of Authority	7	8.97	5
Total	78	100.00	

TABLE 27

ANALYSIS OF RESPONSES FOR QUESTION II OF THE ADMINISTRATION FACULTY, EMPLOYEE SURVEY

Question II: What should be the primary goal in the relationships between LMC faculty and students?

	No. of Responses	Percentage	Rank Order
A. Clarity of Method and Purpose in Teaching	10	13.51	4
B. Stimulate Interest in Learning	13	17.57	2
C. Rapport and Communication, Good Interpersonal Relationship	17	22.97	1
D. Develop Character and Responsibility	3	4.05	8
E. Develop Cognitive Skills	8	10.81	5
F. Develop Emotional Stability	1	1.35	10
G. Respect	3	4.05	8
H. Guidance	4	5.41	6
I. Indefinite Answer	3	4.05	8
J. Help Student Achieve His Needs and Goals	12	16.22	3
Total	74	99.99	

These responses reveal that LMC administrators, teachers and non-teaching employees are aware of the following needs:

1. To improve education and community service (table 26, response F; Table 27, response B; table 28, response B; table 29, response A; and and table 31, response J)

2. For improved cooperation, communication, and interpersonal relationships between administrators and faculty, between faculty and students, between Lake Michigan College and the community, and between administrators and teachers and the LMC board (table 26, response E, D, and G; table 27, response C; table 28, response A; table 29, response B;

TABLE 28

ANALYSIS OF RESPONSES FOR QUESTION III OF THE ADMINISTRATION, FACULTY, EMPLOYEE SURVEY

Question III: How do you feel the public service functions of LMC could be improved?

	No. of Responses	Percentage	Rank Order
A. Improved Communications and Public Relations	26	40.00	1
B. Additional Courses and Programs	6	9.23	4
C. Increased Commitment and Involvement	10	15.38	2
D. Increased Security	1	1.54	10
E. Increased Use of College Facilities	3	4.62	6.5
F. Add or Improve Facilities (Auditorium and Arts Center, Sign)	5	7.69	5
G. Shorter School Calendar	1	1.54	10
H. Increased Extension Centers	1	1.54	10
I. Public Service Function Should be Stopped	2	3.08	8
J. Public Service Function Should be Expanded	3	4.62	6.5
K. No Definite Answer	7	10.77	3
Total	65	100.01	

and table 30, responses A and B)

3. For increased commitment to and involvement in community activities (table 28, response C)

4. For improved administration, facilities, and equipment (table 30, response E; table 31, responses I and A)

TABLE 29

ANALYSIS OF RESPONSES FOR QUESTION IV OF THE ADMINISTRATION, FACULTY, EMPLOYEE SURVEY

Question IV: (For Teaching Faculty Only) What should be the primary goal in the relationships between the LMC board of trustees and teachers?

	No. of Responses	Percentage	Rank Order
A. Support in Improving Education and Facilitating Learning	13	25.00	2
B. Improved Awareness, Communication, and Understanding between Trustees and Teachers	27	51.92	1
C. Improved Facilities and Resources	3	5.77	4.5
D. Increased Enrollment	1	1.92	6
E. Cooperation in Policy Development	5	9.62	3
F. Little or No Relationship	3	5.77	4.5
Total	52	100.00	

TABLE 30

ANALYSIS OF RESPONSES FOR QUESTION V OF THE ADMINISTRATION, FACULTY, EMPLOYEE SURVEY

Question V: (For Administrative Faculty Only) What should be the primary goal in the relationships between the LMC board of trustees and administrators?

	No of Responses	Percentage	Rank Order
A. Improved Communication with Community	2	15.38	3
B. Cooperation and Communication between Board and Administration	4	30.77	2
C. Efficiency in Operation	1	7.69	4.5
D. Educational Excellence	1	7.69	4.5
E. Fiscal and Administrative Control by Board	5	38.46	1
Total	13	99.99	

TABLE 31

ANALYSIS OF RESPONSES FOR QUESTION VI OF THE ADMINISTRATION, FACULTY, EMPLOYEE SURVEY

Question VI: What specific suggestions do you have that would help LMC improve its effectiveness as an educational institution?

		No. of Responses	Percentage	Rank Order
A.	Improved Facilities and Equipment	9	10.59	3
B.	Improved Communications and Relations between Administration, Faculty, and/or Students	8	9.41	4
C.	Changes in Admission and Registration Policies and Procedures	3	3.53	10.5
D.	Program Changes--Calendar, Class Schedule, Course Offerings	6	7.06	7
E.	Improved Communication with and Service for Public	7	8.24	5
F.	In-service Programs for LMC Employees	6	7.06	7
G.	Improved Remedial Instruction	4	4.71	9
H.	Improved Attendance Regulations	2	2.35	13
I.	Improved Administration	13	15.29	1
J.	Improved Education and Instruction	11	12.94	2
K.	More Coordination of Effort	3	3.53	10.5
L.	Improved Recruiting	2	2.35	13
M.	Improved Counseling and Guidance of Students	6	7.06	7
N.	Greater Involvement of Part-time Instructors	1	1.18	16
O.	Reduction in Number of Part-time Instructors	1	1.18	16
P.	Improved Understanding in Philosophy and Goals	2	2.35	13
Q.	No Definite Answer	1	1.18	16
	Total	85	100.01	

Survey 4. Government Agencies Survey. There were seven additional questions on this survey lettered M through S with choices to marked from "most important" to "least important." On question T, respondents were to mark twelve occupations for which Lake Michigan College prepares students from "most needed" (1) to "least needed" (12) for their organization. This questionnaire contained seven open-ended questions upon which respondents were asked to comment.

In table 32 the responses for questions M through S are analyzed to show the percentage of respondents giving each item as their first choice, the median, and the interquartile range for each item. The first choice in each group is circled where it is clearly indicated in the responses.

Respondents showed most agreement on the personal characteristics most useful to LMC graduates seeking employment (honesty and dependability--item 63), the best means for placement of LMC graduates (arranged job interviews with prospective employers--item 50), and the way in which Lake Michigan College can be of best service to government agencies (provide workshops and seminars for government personnel--item 54). Least agreement is shown on the most effective means for LMC public relations (items 46 and 47). The data in table 32 should be interpreted in the same way as in table 12.

The analysis of question T appears in table 33. This table shows percentage of first and second choices for each occupational area, where these choices were indicated, and the rank order of occupations. Since some respondents did not reply to this question, the percentages in this table are based on the number of responses on this question only not on the number of questionnaires.

TABLE 32

PERCENTAGE OF FIRST CHOICES, MEDIANS, AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH S OF THE GOVERNMENT AGENCIES SURVEY

		%#1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?			
	46a. Information through the news media (radio, TV, newspaper).	46a. 37.5	1.92	.84
	47b. Administration and faculty involvement with industry, labor, and government agencies.	47b. 37.5	1.83	.67
	48c. Student participation in community agencies (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.).	48c. 25.0	2.06	.70
N.	What do you think would be the best means for placement of LMC graduates?			
	49a. Brochures with pictures and information about graduates?	49a. 8.0	2.68	.53
	(50b) Arranged job interviews with prospective employers.	50b. 80.0	1.10	.30
	51c. Form letters to prospective employers listing names of graduates in each vocation.	51c. 8.0	2.27	.51
O.	How do you feel LMC could be of best service to government agencies?			
	52a. Provide classes in government for government employees.	52a. 8.0	2.40	.55
	53b. Provide consulting services for government agencies.	53b. 8.0	2.54	.55
	(54c) Provide short workshops, seminars, etc. for government personnel.	54c. 80.0	1.10	.30
P.	What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?			
	55a. Providing cultural enrichment programs for the community.	55a. 4.0	2.62	.51
	56b. Providing remedial services for community members who have educational deficiencies or weaknesses.	56b. 32.0	1.93	.76
	(57c) Providing courses for the adults of the community who need occupational and/or professional retraining.	57c. 56.0	1.32	.50
Q.	What do you think are the most important work skills for LMC graduates?			
	58a. Accuracy in work.	58a. 36.0	1.71	.49
	59b. Speed in completing work.	59b. 0.0	2.95	.27
	(60c) Ability to work without constant supervision.	60c. 64.0	1.25	.44

TABLE 32--Continued

			%#1	M.	IQR
R.	What personal characteristics are most useful to LMC graduates seeking employment?				
	61a. Tact in dealing with superiors and associates.	61a.	0.0	2.29	.49
	62b. Pleasing personality.	62b.	4.3	2.64	.54
	63c. Honesty and dependability.	63c.	95.7	1.02	.26
S.	Which do you think would best prepare LMC graduates for service in government agencies?				
	64a. Classes in government.	64a.	24.0	2.25	.70
	65b. Participation in student government.	65b.	0.0	2.32	.48
	66c. Observation of and/or cooperative participation in government agencies at work.	66c.	72.0	1.17	.33

Government agencies ranked their top six occupational needs as follows:

1. Secretaries
2. Clerks
3. Accountants
4. Law enforcement personnel
5. Auto mechanics
6. Stenographers

The analyses of open-ended questions for this survey are shown in tables 34 through 40. These tables show the categories into which responses were divided, the number and percentage of responses, and the rank order of each category. The reader may note that in the tables for this and the following three surveys, some tables have missing categories. These categories will appear in the master tables where responses to similar questions in the section of this chapter in which congruence among Surveys 4 through 7 are discussed.

These tables reveal that the most important findings of this part of the questionnaire are:

TABLE 33

PERCENTAGE OF FIRST AND SECOND CHOICES AND RANK ORDER OF RESPONSES FOR QUESTION T OF THE GOVERNMENT AGENCIES SURVEY

T. In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)		%#1+	%#2+	RO*
67a.	Appliance Repair Persons	67a.	0.0	0.0	11
68b.	Auto Mechanics	68b.	9.1	4.5	5
69c.	Builders or Carpenters	69c.	0.0	4.5	10
70d.	Clerks	70d.	31.8	18.2	2
71e.	Drafts Persons (draftsmen)	71e.	4.5	4.5	7
72f.	Electricians	72f.	4.5	0.0	9
73g.	Accountants	73g.	9.1	9.1	3
74h.	Secretaries	74h.	18.2	45.5	1
75i.	Stenographers	75i.	4.5	9.1	6
76j.	Machinists	76j.	4.5	4.5	8
77k.	Salespersons	77k	0.0	0.0	13
78l.	Welders	78l.	0.0	0.0	12
**79m.	Other (please specify) (law enforcement personnel)	**79m.	13.6	0.0	4

+Percentages are based on responses to this question only.
*Rank order is based on combined percentages of first and second choices and on subsequent choices where necessary.
**Write-in response.

1. The relationships between Lake Michigan College and government agencies can best be improved through better communication and a more relevant curriculum (table 34, responses A and B)

2. Government agencies feel that they can help Lake Michigan College development best by providing teaching personnel, cooperative on-the-job training for students, and input and advice (table 35, reponses C 1 and 4 and B)

3. Government agencies and personnel can best participate in the advisement of Lake Michigan College by providing advice in particular areas and problems and through formal advisement as members of

TABLE 34

ANALYSIS OF RESPONSES FOR QUESTION I OF THE GOVERNMENT AGENCIES SURVEY

Question I: How do you feel the relationships between LMC and government agencies could be improved?

	No. of Responses	Percentage	Rank Order
A. Through Improved Communications	5	26.32	1.5
B. By Curriculum Improvement and/or Expansion	5	26.32	1.5
C. Through More Direct Contact, Meetings, etc.	2	10.53	4.5
E. Through Seminars, Workshops, etc.	4	21.05	3
F. Through Increased Accountability	1	5.26	6
I. Increased Participation of Government Personnel in LMC Activities	2	10.53	4.5
Total	19	100.01	

an advisory committee or board (table 36, responses D and E)

4. Government agencies are willing for limited participation in cooperative programs, determined in part by the financial arrangements involved (table 37, responses D and E I)

5. Seminars or workshops are most desired in methods of government, community needs and development, and vocational areas (table 38, responses B, A, and C)

6. Lake Michigan College can make the best use of its educational dollar by offering programs that meet local needs and by concentrating on providing basic skills and career education (table 39, responses A and M)

7. Increased emphasis should be given to agricultural education at Lake Michigan College (table 40, response A)

TABLE 35

ANALYSIS OF RESPONSES FOR QUESTION II OF THE GOVERNMENT AGENCIES SURVEY

Question II: How do you feel government agencies could help LMC in its development?

	No. of Responses	Percentage	Rank Order
A. By Improved Communications	2	8.70	4.5
B. By Providing Input and Advice	4	17.39	2.5
C. By Providing Various Resources for LMC	1	4.35	7.5
1. Cooperative On-the job Training (Field Experience)	4	17.39	2.5
2. Facilities and Equipment	2	8.70	4.5
4. Teaching Personnel	7	30.43	1
D. By Participating in Meetings and Seminars	1	4.35	7.5
G. No Definite Answer	1	4.35	7.5
H. By Example	1	4.35	7.5
	23	100.01	

TABLE 36

ANALYSIS OF RESPONSES FOR QUESTION III OF THE GOVERNMENT AGENCIES SURVEY

Question III: To what extent do you feel government agencies or personnel should participate in the advisement of LMC?

	No. of Responses	Percentage	Rank Order
A. Much Participation in Advisement	1	5.56	6
C. Little or Limited Involvement in Advisement	1	5.56	6
D. Advisement in Particular Areas or Problems	5	27.78	1.5
E. Formal Advisement through Serving on an Advisory Committee or Board	5	27.78	1.5

TABLE 36--Continued

		No. of Responses	Percent-age	Rank Order
F.	Informal Advisement	2	11.11	4
G.	Advisement When Requested or When a Need is Felt	1	5.56	6
H.	No Participation in Advisement	3	16.67	3
	Total	18	100.02	

TABLE 37

ANALYSIS OF RESPONSES FOR QUESTION IV OF THE GOVERNMENT AGENCIES SURVEY

Question IV: To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local government agencies?

		No. of Responses	Percent-age	Rank Order
A.	Presently Participating in a Co-op Program	1	5.26	6.5
B.	Very Willing to Participate	3	15.79	3.5
C.	Willing to Participate	2	10.53	5
D.	Willing for Limited Participation	5	26.32	1
E.	Qualified Answer			
	1. Based on Finance	4	21.05	2
	4. Based on Student Qualifications	1	5.26	6.5
G.	Unable to Participate	3	15.79	3.5
	Total	19	100.00	

TABLE 38

ANALYSIS OF RESPONSES FOR QUESTION V OF THE GOVERNMENT AGENCIES SURVEY

Question V: In what specific areas would you like to see workshops or seminars conducted?

		No. of Responses	Percentage	Rank Order
A.	Community Needs and Development	3	16.67	3
B.	Methods of Government	6	33.33	1
C.	Vocational	3	16.67	3
D.	Basic Skills	2	11.11	6
E.	Leadership, Management, and Supervision	1	5.56	7
J.	Indefinite Answer	3	16.67	3
	Total	18	100.01	

TABLE 39

ANALYSIS OF RESPONSES FOR QUESTION VI OF THE GOVERNMENT AGENCIES SURVEY

Question VI: What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

		No. of Responses	Percentage	Rank Order
A.	By Offering Programs That Meet Local Needs	4	30.77	1
B.	By Providing the Best Teachers and Instruction Possible	2	15.38	3.5
C.	By Eliminating Waste and Reducing Unnecessary Expenditures	1	7.69	5.5
M.	By Concentrating on Basic Skills and Career Education	3	23.08	2
N.	Using Community Resources and Sharing LMC Resources with Community	1	7.69	5.5
W.	No Specific Suggestions	2	15.38	3.5
	Total	13	99.99	

TABLE 40

ANALYSIS OF RESPONSES FOR QUESTION VII OF THE GOVERNMENT AGENCIES SURVEY

Question VII: What emphasis do you feel should be given to agricultural education at LMC?	No. of Responses	Percentage	Rank Order
A. Great Emphasis	8	42.11	1
C. Some Emphasis	2	10.53	4
F. Little or No Emphasis	3	15.79	3
G. Uncertain, No Opinion, No Definite Answer	6	31.58	2
Total	19	100.00	

Survey 5. Educators Survey. The survey contained additional questions lettered M through U with choices to be marked from "most important" to "least important." On question V, respondents were asked to rank four occupations from "most needed" (1) to "least needed" (4). Educators were asked to comment on eight open-ended questions.

The analysis of questions M through U is shown in table 41. The percentage of first choices, the median, and the interquartile range are given for each questionnarie item. The number of the first choice for each group of items is circled on the left.

TABLE 41

PERCENTAGE OF FIRST CHOICES, MEDIANS AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH U OF THE EDUCATORS SURVEY

			%#1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?				
	46a. Information through the news media (radio, TV, newspaper).	46a.	46.7	1.58	.84
	47b. Administration and faculty involvement with industry, labor, and government agencies.	47b.	33.3	1.94	.76
	48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.)	48c.	16.7	2.19	.57
N.	What do you think would be the best means for placement of LMC graduates?				
	49a. Brochures with pictures and information about graduates.	49a.	6.7	2.53	.54
	50b. Arranged job interviews with prospective employers.	50b.	83.3	1.10	.30
	51c. Form letters to prospective employers listing names of graduates in each vocation.	51c.	10.0	2.38	.56
O.	Which do you think is most important in providing effective vocational training at LMC?				
	52a. Adequate, up-to-date laboratory experience.	52a.	20.0	2.03	.44
	53b. Basic theory through classroom instruction.	53b.	13.3	2.69	.57
	54c. On-the-job experience through cooperation with local industries.	54c.	66.7	1.22	.49
P.	What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?				
	55a. Providing cultural enrichment programs for students and community.	55a.	10.0	2.74	.51
	56b. Providing remedial services for students and community members who have educational deficiencies or weaknesses.	56b.	30.0	1.92	.61
	57c. Providing courses for the adults of the community who need occupational and professional retraining.	57c.	60.0	1.33	.52
Q.	What do you think are the most important work skills for LMC graduates?				
	58a. Accuracy in work.	58a.	30.0	1.80	.42
	59b. Speed in completing work.	59b.	3.3	2.96	.27
	60c. Ability to work without constant supervision.	60c.	66.7	1.22	.42

TABLE 41--Continued

			%#1	M.	IQR
R.	What personal characteristics are most useful to LMC graduates seeking employment?				
	61a. Tact in dealing with superiors and associates	61a.	10.0	2.14	.42
	62b. Pleasing personality.	62b.	10.0	2.77	.46
	63c. Honesty and dependability.	63c.	80.0	1.12	.31
S.	What do you feel are the most effective instructional methods for LMC teachers to use?				
	64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc.	64a.	36.7	1.88	.79
	65b. Use of traditional lecture/class discussion methods.	65b.	30.0	2.50	.86
	66c. Use of self-teaching units and other individualized learning methods.	66c.	30.0	1.87	.52
T.	Which do you feel are the most effective techniques used by LMC for recruiting students?				
	67a. Direct advertising through radio, TV, newspaper, etc.	67a.	6.7	2.74	.48
	68b. Guidance and counseling services for high school seniors.	68b.	66.7	1.22	.44
	69c. Promotion programs by LMC faculty and students in local high schools.	69c.	26.7	1.96	.56
U.	How do you feel LMC could be of best service to other educational institutions in its area?				
	70a. Provide information about LMC educational programs.	70a.	30.0	2.72	.92
	71b. Conduct workshops for in-service training of teachers.	71b.	36.7	1.73	.57
	72c. Conduct seminars to upgrade the professional skills of educators.	72c.	30.0	1.85	.56

This table shows highest agreement among educators on the best means for placing LMC graduates (arranged job interviews with prospective employers--item 50) and on the personal characteristics most useful to LMC graduates who seek employment (honesty and dependability--item 63). There is least agreement on the most effective instructional methods for LMC teachers to use (question S) and on how Lake Michigan College can be of best service to other educational institutions (question U).

TABLE 42

PERCENTAGE OF FIRST AND SECOND CHOICES AND RANK ORDER RESPONSES FOR QUESTION V OF THE EDUCATORS SURVEY

			%#1+	%#2+	RO
V.	In what capacity might your schools best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "4" the least needed.)				
73a.	Accountants	73a.	0.0	4.0	4
74b.	Secretaries	74b.	59.2	40.0	1
75c.	Stenographers	75c.	3.7	24.0	3
76d.	Teacher Aides	76d.	37.0	28.0	2
77e.	Other (Please specify) (General Maintenance Personnel)	77e.	0.0	4.0	5

+Percentages based on the number of responses to this question only.

Table 42 shows the analysis of question V. Percentages of first and second choices and rank order of occupations are given. Percentages in this table are based on the number of responses for this question only, not on the number of questionnaries.

Respondents ranked the occupations in this order of need:

1. Secretaries
2. Teacher-aides
3. Stenographers
4. Accountants
5. General Maintenance Personnel

The analyses of the eight open-ended questions for this survey are shown in table 43 through 50. The categories, into which responses were grouped, the number, percentage, and rank order for each response category are given.

TABLE 43

ANALYSIS OF RESPONSES FOR QUESTION I OF THE EDUCATORS SURVEY

Question I: How do you feel the relationships between LMC and other educators and educational institutions in Berrien County and Covert Township could be improved?

	No. of Responses	Percentage	Rank Order
A. Through Improved Communication and Information	5	20.00	2
C. Through Direct Contact, Meetings, Visits with Area Educators and Schools	11	44.00	1
D. Through Greater Involvement on the Part of LMC Teachers and Administration	3	12.00	3
E. Through Providing Seminars, Workshops, In-service Programs, etc.	2	8.00	4.5
G. Relationships Good or Satisfactory, No Improvement Needed	2	8.00	4.5
I. Selfless Service by LMC Administrators	1	4.00	6
Total	25	100.00	

TABLE 44

ANALYSIS OF RESPONSES FOR QUESTION II OF THE EDUCATORS SURVEY

Question II. How do you feel other educators and educational institutions could help LMC in its development?

	No. of Responses	Percentage	Rank Order
A. Through Improved Two-way Communication	9	40.91	1
B. By Participation in Advisory Committees	4	18.18	2
C. 4. By Providing Resource People and In-service Training	3	13.64	3.5
D. By Participation in Meetings and Seminars	3	13.64	3.5

TABLE 44--Continued

	No. of Responses	Percentage	Rank Order
F. By Promoting Attendance at LMC	1	4.55	6
G. Not Necessary for Other Educators to Help in LMC Development	1	4.55	6
H. Through Reduction in Competition	1	4.55	6
Total	22	100.02	

TABLE 45

ANALYSIS OF RESPONSES FOR QUESTION III OF THE EDUCATORS SURVEY

Question III: To what extent do you feel other educators should participate in the advisement of LMC?

	No. of Responses	Percentage	Rank Order
A. Much Participation in Advisement	5	20.00	2
B. Some Advisement	3	12.00	4.5
C. Little or Limited Involvement in Advisement	4	16.00	3
D. Advisement in Particular Areas on Problems	7	28.00	1
E. Serving on an Advisory Committee or in an Advisory Capacity	3	12.00	4.5
F. Informal Advisement	1	4.00	7
G. Advisement When Requested or When a Need Is Felt	2	8.00	6
Total	25	100.00	

TABLE 46

ANALYSIS OF RESPONSES FOR QUESTION IV OF THE EDUCATORS SURVEY

Question IV: To what extent would you be willing to participate with LMC in cooperative planning in education?

	No. of Responses	Percentage	Rank Order
A. Very Willing to Participate	11	35.48	1
B. Willing for Limited Participation	3	9.68	4
C. Willing to Promote	3	9.68	4
D. Willing to Participate in an Advisory Capacity	2	6.45	6
E. Qualified Answer Based on			
1. Time	6	19.35	2
2. Value of Participation	3	9.68	4
3. Request to Participate	1	3.23	8
4. Unspecified Variables	1	3.23	8
F. Unable to Participate	1	3.23	8
Total	31	100.01	

The most important findings from these responses are that area educators:

1. Feel that their relationships with Lake Michigan College can be improved best through direct contact, improved communication and information, and involvement initiated by LMC administrators and teachers (table 43, responses C, A, and D)

2. Believe that they can best help Lake Michigan College in its development through improved communication and by participation in

TABLE 47

ANALYSIS OF RESPONSES FOR QUESTION V OF THE EDUCATORS SURVEY

Question V: In what areas of education would you suggest that workshops and seminars be conducted?	No. of Responses	Percentage	Rank Order
A. Basic Skills and Remedial Program	5	15.15	3
B. Career and Vocational Education	6	18.18	1
C. Teacher Improvement	5	15.15	3
D. Psychology, Counseling, and Guidance	4	12.12	5
E. Use of Audio-visual Equipment	2	6.06	7.5
F. Adult and Continuing Education	2	6.06	7.5
G. Administration	3	9.09	6
H. Qualified Answer Based on Need and LMC Capability	5	15.15	3
I. No Definite Answer	1	3.03	9
Total	33	99.99	

advisory committees (table 44, responses A and B)

3. Feel that they should participate in advisement of Lake Michigan College and in cooperative planning in education, especially in particular problem areas (table 45, responses D and A; table 46, response A)

4. Desire workshops or seminars on career and vocational education, basic skills and remedial programs, and teacher improvement (table 47, responses B, A, and C)

5. Feel that educational backgrounds of applicants to Lake Michigan College can best be strengthened by improving basis skills and

TABLE 48

ANALYSIS OF RESPONSES FOR QUESTION VI OF THE EDUCATORS SURVEY

Question VI: How do you feel the educational backgrounds of applicants to LMC could be improved?

	No. of Responses	Percentage	Rank Order
A. By Strengthening Basic Skills and High School Programs	9	47.37	1
B. By Raising Admission Standards	3	15.79	2.5
C. By Improving Coordination between High Schools and LMC	3	15.79	2.5
D. By Conducting an Active Recruiting Program	1	5.26	5.5
E. No Improvement Needed	1	5.26	5.5
F. No Definite Answer	2	10.53	4
Total	19	100.00	

TABLE 49

ANALYSIS OF RESPONSES FOR QUESTION VII OF THE EDUCATORS SURVEY

Question VII: What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

	No. of Responses	Percentage	Rank Order
B. By Providing the Best Teachers and Instruction Possible	2	11.76	3.5
D. By Reducing Classes that are Non-essential or that are Inadequately Filled	3	17.65	2
F. By Using the Major Part for Direct Education of Students	2	11.76	3.5
H. By Using Facilities Efficiently	1	5.88	7.5

TABLE 49--Continued

		No. of Responses	Percentage	Rank Order
K.	By Setting and Maintaining Goals and Priorities	1	5.88	7.5
L.	By Regular Self-analysis and Evaluation	1	5.88	7.5
O.	By Being Accountable	1	5.88	7.5
P.	By Increasing Enrollment and Expanding the Curriculum	1	5.88	7.5
V.	By Continuing Use of LMC Dollar as It Is Now Used	1	5.88	7.5
W.	No Specific Suggestion	4	23.53	1
	Total	17	99.98	

TABLE 50

ANALYSIS OF RESPONSES FOR QUESTION VIII OF THE EDUCATORS SURVEY

Question VIII: What emphasis do you feel should be given to agricultural education?

		No. of Responses	Percentage	Rank Order
A.	Great Emphasis	8	33.33	1
B.	Same Emphasis as Other Vocational Subjects	1	4.17	6.5
C.	Some Emphasis	4	16.67	3
D.	Emphasis on Basics or Specific Courses Only	1	4.17	6.5
E.	Emphasis Dependent on Interest and Need	5	20.83	2
F.	Little or No Emphasis	2	8.33	5
G.	Uncertain, No Opinion, Indefinite Answer	3	12.50	4
	Total	24	100.00	

high school programs, raising admissions standards to Lake Michigan College, and improving coordination between high schools and Lake Michigan College (table 48, responses A, B, and C)

6. Suggest that the best use of the Lake Michigan College dollar can be accomplished by reducing classes that are nonessential or that are inadequately filled (table 49, response D)

7. Feel that Lake Michigan College should give increased emphasis to agricultural education based on interest and need (table 50, responses A and E)

Survey 6. Civic Organizations Survey. There were seven additional questions lettered M through S with choices to be marked from "most important" to "least important" on this survey. In question T respondents were asked to rank twelve occupations from "most needed" to "least needed." The survey contained seven open-ended questions upon which comment was invited.

Table 51 contains the analysis for questions M through S. The percentage of first choices, median, and interquartile range are shown for each item. The number of the top item in each question is circled on the left.

There was substantial agreement on the "most important" item for each question in this survey with the lowest first choice item (question M, item 46) receiving 55.0%. There was highest agreement on the best means for placement of LMC graduates (arranged job interviews with prospective employers--item 50), on personal characteristics most useful to LMC graduates seeking employment (honesty and dependability--item 63), and on the most important goals in continuing education (providing courses for adults who need occupational or professional

TABLE 51

PERCENTAGE OF FIRST CHOICES, MEDIANS AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH S OF THE CIVIC ORGANIZATIONS SURVEY

		%#1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?			
(46a.)	Information through the news media (radio, TV, newspaper.)	46a. 55.0	1.41	.86
47b.	Administration and faculty involvement with industry, labor, and government agencies.	47b. 25.0	2.00	.50
48c.	Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.)	48c. 20.0	2.36	.65
N.	What do you think would be the best means for placement of LMC graduates?			
49a.	Brochures with pictures and information about graduates.	49a. 5.0	2.44	.53
(50b.)	Arranged job interviews with prospective employers.	50b. 95.0	1.03	.26
51c.	Form letters to prospective employers listing names of graduates in each vocation.	51c. 0.0	2.55	.50
O.	How do you feel LMC could be of most service to civic organizations?			
52a.	Provide classes on civic leadership and community relations.	52a. 10.0	2.59	.56
53b.	Provide guest speakers for meetings of civic organizations.	53b. 15.0	2.37	.60
(54c.)	Provide workshops, seminars, etc. for civic leaders.	54c. 75.0	1.17	.33
P.	What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?			
55a.	Providing cultural enrichment programs for the community.	55a. 5.0	2.87	.31
56b.	Providing remedial services for community members who have educational deficiencies or weaknesses.	56b. 15.0	2.04	.38
(57c.)	Providing courses for the adults of the community who need occupational and/or professional retraining.	57c. 80.0	1.12	.31
Q.	What do you think are the most important work skills for LMC graduates?			
58a.	Accuracy in work.	58a. 25.0	1.83	.33
59b.	Speed in completing work.	59b. 0.0	2.97	.26
(60c.)	Ability to work without constant supervision.	60c. 75.0	1.17	.33

TABLE 51--Continued

			%#1	M.	IQR
R.	What personal characteristics are most useful to LMC graduates seeking employment?				
	61a. Tact in dealing with superiors and associates.	61a.	5.0	2.14	.36
	62b. Pleasing personality.	62b.	5.0	2.83	.33
	63c. Honesty and dependability.	63c.	90.0	1.06	.28
S.	Which do you feel would best prepare LMC graduates for participation in civic organizations?				
	64a. Participation in student government.	64a.	15.0	2.20	.54
	65b. Participation in debating and in speech classes.	65b.	10.0	2.67	.54
	66c. Participation in community activities and services while a student.	66c.	75.0	1.17	.33

retraining--item 57).

The analysis of question T is shown in table 52, which shows the percentages of first and second choices and the rank order of the twelve occupations. Since some respondents indicated that this question did not apply to them, the percentages in this table are based on the number of responses only, not on the total number of usable questionnaires.

This table shows that the first five occupations ranked by civic organizations according to their need were:

1. Clerks
2. Secretaries
3. Accountants
4. Stenographers
5. Electricians

The open-ended questions for this survey are analyzed in tables 53 through 59. Response categories, number and percentage of responses, and rank order of categories are shown in these tables.

TABLE 52

PERCENTAGE OF FIRST AND SECOND CHOICES AND RANK ORDER OF RESPONSES FOR QUESTION T OF THE CIVIC ORGANIZATIONS SURVEY

			%#1+	%#2+	RO*
T.	In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)				
	67a. Appliance Repair Persons	67a.	0.0	0.0	10
	68b. Auto Mechanics	68b.	0.0	0.0	12
	69c. Builders or Carpenters	69c.	0.0	10.0	9
	70d. Clerks	70d.	23.1	30.0	1
	71e. Drafts Persons (draftsmen)	71e.	0.0	0.0	15
	72f. Electricians	72f.	7.7	10.0	5
	73g. Accountants	73g.	7.7	30.0	3
	74h. Secretaries	74h.	30.8	10.0	2
	75i. Stenographers	75i.	7.7	10.0	4
	76j. Machinists	76j.	0.0	0.0	14
	77k. Salespersons	77k.	0.0	0.0	11
	78l. Welders	78l.	0.0	0.0	13
	**79. Food Service Personnel	**79.	7.7	0.0	7
	**80. Camp Counselors	**80.	7.7	0.0	7
	**81. Paraprofessional social technicians	**81.	7.0	0.0	7

+Percentages based on responses to this question only.
*Rank order based on combined first and second choices and on subsequent choices where no first or second choice was indicated.
**Write-in answers

These responses reveal that leaders of civic organizations:

1. Feel a need for improved communication, cooperation, and more information from Lake Michigan College (table 53, response A; table 54, response A)

2. Desire an expansion of Lake Michigan College curricula, services, and programs (table 53, response B)

3. Are willing to provide financial resources and teaching personnel to help Lake Michigan College in its development (table 54, responses C 3 and 4)

TABLE 53

ANALYSIS OF RESPONSES FOR QUESTION I OF THE CIVIC ORGANIZATIONS SURVEY

Question I: How do you feel the relationship between LMC and civic organizations could be improved?

	No. of Responses	Percentage	Rank Order
A. Through Improved Communication and Information	9	50.00	1
B. Through Expanded Curriculum, Services, and Programs	4	22.22	2
D. Through Involvement in Community Activities	2	11.11	3.5
G. Relationships are Good or Satisfactory, No Improvement Needed	1	5.56	5
I. Through Making LMC Facilities Available to Community Groups	2	11.11	3.5
Total	18	100.00	

TABLE 54

ANALYSIS OF RESPONSES FOR QUESTION II OF THE CIVIC ORGANIZATIONS SURVEY

Question II: How do you feel civic organizations could help LMC in its development?

	No. of Responses	Percentage	Rank Order
A. Through Improved Communication and Cooperation	2	10.00	4
B. By Providing Input and Advice	8	40.00	1
C. By Providing Various Resources for LMC			
2. Facilities and Equipment	1	5.00	7
3. Financial	3	15.00	2
4. Teaching Personnel	2	10.00	4

TABLE 54--Continued

		No. of Responses	Percentage	Rank Order
E.	By Showing Interest and Support	2	10.00	4
H.	Through Use of LMC Facilities	1	5.00	7
I.	By Promoting Involvement of Students in Civic Organizations	1	5.00	7
	Total	20	100.00	

TABLE 55

ANALYSIS OF RESPONSES FOR QUESTION III OF THE CIVIC ORGANIZATIONS SURVEY

Question III: To what extent do you feel civic leaders should participate in the advisement of LMC?

		No. of Responses	Percentage	Rank Order
A.	Much Participation in Advisement	3	20.00	2
C.	Little or Limited Participation in Advisement	1	6.67	6.5
D.	Advisement in Particular Areas or Problems	2	13.33	4
E.	Formal Advisement Through Serving on an Advisory Committee or Board	4	26.67	1
F.	Informal Advisement	2	13.33	4
G.	Advisement When Requested or When a Need is Felt	2	13.33	4
I.	Indefinite Answer	1	6.67	6.5
	Total	15	100.00	

TABLE 56

ANALYSIS OF RESPONSES FOR QUESTIONS IV OF THE CIVIC ORGANIZATIONS SURVEY

Question IV: To what extent would you be willing to participate in a cooperative program in which LMC students received part of their training in local civic organizations?

	No. of Responses	Percentage	Rank Order
B. Very Willing to Participate	4	25.00	2
C. Willing to Participate	3	18.75	3
D. Willing for Limited Participation	2	12.50	4
E. Qualified Answer			
1. Based on Finance	1	6.25	5
G. Unable to Participate	6	37.50	1
Total	16	100.00	

TABLE 57

ANALYSIS OF RESPONSES FOR QUESTION V OF THE CIVIC ORGANIZATIONS SURVEY

Question V: In what specific areas would you like to see workshops or seminars conducted?

	No. of Responses	Percentage	Rank Order
A. Community Needs and Development	2	14.29	4
B. Methods of and Relationships with Government	1	7.14	7
C. Vocational Areas	2	14.29	4
D. Basic Skills, Communications, Political Science, Psychology	2	14.29	4

TABLE 57--Continued

	No. of Responses	Percentage	Rank Order
E. Leaderhip, Management, and Supervision	2	14.29	4
F. Business and Finance	2	14.29	4
I. Leisure Time Activities	3	21.43	1
Total	14	100.02	

4. Feel that they should provide input and advice and participate formally in advisement of Lake Michigan College by serving on an advisory committee or board (table 54, response B; table 55, response E)

5. Are divided in respect to participation in cooperative programs with 37.5% unable to participate and 43.75% willing or very willing to participate in such programs (table 56, responses G, B, and C)

6. Desire workshops or seminars in leisure time activities; community needs and development; vocational areas; basic skills, leadership, management, and supervision; business and finance (table 57, responses I, A, C, D, E, and F)

7. Believe that Lake Michigan College can make the best use of its educational dollar by improving administrative efficiency and reducing administrative costs or personnel, by offering programs that meet local needs, by eliminating waste and reducing unnecessary expenditures, and by using the major portion of the dollar for direct education of students (table 58, responses E, A, C, and F)

8. Show rather strong support for a great emphasis on agricultural education at Lake Michigan College (table 59, response A)

TABLE 58

ANALYSIS OF RESPONSES FOR QUESTION VI OF THE CIVIC ORGANIZATIONS SURVEY

Question VI: What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

		No. of Responses	Percentage	Rank Order
A.	By Offering Programs that Meet Local Needs	2	9.52	3
B.	By Providing the Best Teachers and Instruction Possible	1	4.76	9
C.	By Eliminating Waste and Reducing Unnecessary Expenditures	2	9.52	3
D.	By Reducing Classes that Are Non-essential or That Are Inadequately Filled	1	4.76	9
E.	By Improving Administrative Efficiency and Reducing Administrative Costs and/or Personnel	6	28.57	1
F.	By Using the Major Part for Direct Education of Students	2	9.52	3
L.	By Regular Self-analysis and Evaluation	1	4.76	9
N.	By Using Community Resources and Sharing LMC Resources with Community	1	4.76	9
O.	By Being Accountable	1	4.76	9
Q.	By Seeking Funds from Industry and Government	1	4.76	9
R.	By Improving Transferability of Credits	1	4.76	9
S.	By Developing a Job Placement Center	1	4.76	9
W.	No Specific Suggestions	1	4.76	9
	Total	21	99.97	

TABLE 59
ANALYSIS OF RESPONSES FOR QUESTION VII OF THE CIVIC ORGANIZATIONS SURVEY

Question VII: What emphasis do you feel should be given to agricultural education at LMC?

	No. of Responses	Percentage	Rank Order
A. Great Emphasis	9	52.94	1
B. Same Emphasis as Other Vocational Subjects	1	5.89	4.5
D. Emphasis on Basic or Specific Courses Only	1	5.89	4.5
E. Emphasis Dependent on Interest and Need	1	5.89	4.5
F. Little or No Emphasis	4	23.53	2
G. Uncertain, No Opinion, Indefinite Answer	1	5.89	4.5
Total	17	100.03	

Survey 7. Business, Industry, and Labor Organization Survey. This survey contained seven additional questions for respondents to mark their choices from "most important" to "least important." These were lettered M through S. There were twelve occupations to be ranked from "most needed" to "least needed" and seven open-ended questions for respondents' comments.

The analysis for questions M through S is shown in table 60. Percentages of first choices, median, and interquartile range are shown for each item, and the number of the item with the highest percentage of first choices is circled on the left.

This table reveals that there was substantial agreement among respondents on which item in each group of questions was "most important" for most response items. Only responses for question M failed to show a minimum of 50% of the respondents agreeing on the most important item

TABLE 60

PERCENTAGE OF FIRST CHOICES, MEDIANS, AND INTERQUARTILE RANGES FOR QUESTIONS M THROUGH S OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

		% #1	M.	IQR
M.	Which do you feel is most effective for LMC public relations?			
	46a. information through the news media (radio, TV, newspaper).	46a. 48.6	1.50	.82
	47b. Administration and faculty involvement with industry, labor, and government agencies.	47b. 26.2	1.94	.51
	48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.).	48c. 22.4	2.45	.71
N.	What do you think would be the best means for placement of LMC graduates?			
	49a. Brochures with pictures and information about graduates.	49a. 7.5	2.68	.52
	50b. Arranged job interviews with prospective employers.	50b. 79.4	1.12	.31
	51c. Form letters to prospective employers listing names of graduates in each vocation.	51c. 12.1	2.21	.52
O.	Which do you think is most important in providing effective vocational training at LMC?			
	52a. Adequate, up-to-date laboratory experience.	52a. 17.8	2.18	.58
	53b. Basic theory through classroom instruction.	53b. 21.5	2.28	.67
	54c. On-the-job experience through cooperation with local industries.	54c. 60.7	1.32	.68
P.	What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?			
	55a. Providing cultural enrichment programs for the community.	55a. 12.1	2.81	.43
	56b. Providing remedial services for community members who have educational deficiencies or weaknesses.	56b. 21.5	1.97	.43
	57c. Providing courses for the adults of the community who need occupational and/or professional retraining.	57c. 65.4	1.25	.49
Q.	What do you think are the most important work skills for LMC graduates?			
	58a. Accuracy in work.	58a. 27.1	1.81	.39
	59b. Speed in completing work	59b. .9	2.97	.26
	60c. Ability to work without constant supervision.	60c. 71.0	1.20	.39

TABLE 60--Continued

			%#1	M.	IQR
R.	What personal characteristics are most useful to LMC graduates seeking employment?				
	61a. Tact in dealing with superiors and associates.	61a.	8.4	2.27	.52
	62b. Pleasing personality	62b.	.9	2.67	.48
	63c. Honesty and dependability.	63c.	91.6	1.05	.27
S.	How do you feel that LMC can be most helpful to the business, industrial, and labor community?				
	64a. Provide consulting services through its facilities and staff.	64a.	12.1	2.64	.57
	65b. Provide technical information through its educational resources.	65b.	16.8	2.08	.48
	66c. Provide workshops, seminars, etc., for the job upgrading of business, industrial, and labor personnel.	66c.	68.2	1.21	.50

in each group. There was most agreement on the personal characteristics desirable for LMC graduates who seek employment (honest and dependability--item 63), on the best means for placing LMC graduates (arranged interviews with prospective employers--item 50), and on the most important work skills for LMC graduates (ability to work without constant supervision--item 60).

The analysis of responses for question T is presented in table 61. Percentages of first and second choices and rank order of responses are shown. Since some respondents did not reply to this question, the percentages in this table are based on the number of responses only, not on the total number of questionnaries.

This table shows that the seven most needed occupations for local businesses, industrial, and labor organizations are:

1. Secretaries
2. Salespersons
3. Machinists

TABLE 61

PERCENTAGE OF FIRST AND SECOND CHOICES AND RANK ORDER OF RESPONSES FOR QUESTION T OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

		% #1+	% #2+	RO*
T.	In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)			
67a.	Applicance Repair Persons	0.0	0.0	19
68b.	Auto Mechanics	6.0	3.8	11
69c.	Builders or Carpenters	11.0	2.5	7
70d.	Clerks	11.0	8.8	4
71e.	Drafts Persons (draftsmen)	4.0	12.5	5
72f.	Electricians	3.0	10.0	9
73g.	Accountants	1.0	12.5	8
74h.	Secretaries	18.0	20.0	1
75i.	Stenographers	4.0	10.0	6
76j.	Machinists	18.0	2.5	3
77k.	Salespersons	15.0	6.3	2
78l.	Welders	3.0	8.8	10
**79.	Plumbers	0.0	1.3	17
**80.	General Maintenance Repairmen	1.0	0.0	13
**81.	Writers	1.0	0.0	14
**82.	Dental Assistants	2.0	0.0	12
**83.	Dental Hygienists	0.0	1.3	18
**84.	Small Engine Mechanics	1.0	0.0	15
**85.	Designers	1.0	0.0	16

+Percentages based on responses to this question only.
*Rank order based on combined percentages of first and second choices on subsequent choices where no first or second choice was indicated.
**Write-in responses

4. Clerks

5. Draftspersons

6. Stenographers

7. Builders or Carpenters

The analyses of responses for the open-ended questions of this survey are shown in tables 62 through 68. Response categories, number and percentage of responses for each category, and the rank order of categories are shown in these tables.

TABLE 62

ANALYSIS OF RESPONSES FOR QUESTION I OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question I: How do you feel the relationships between LMC and the business, industrial, or labor community could be improved?

		No. of Responses	Percentage	Rank Order
A.	Through Improved Communication, Cooperation, and Public Relations	31	36.05	1
B.	Through Expanding or Adapting the Curriculum to Meet Community Needs	7	8.14	3
C.	Through More Direct Contact, Meetings, Visits, Etc.	14	16.28	2
D.	Through Greater Involvement on the Part of LMC Administrators and Teachers	6	6.98	4
E.	Through Providing Seminars, Workshops, Etc.	5	5.81	6.5
F.	Through Increased Accountability and Improved Administration	5	5.81	6.5
G.	Relationships are Good, No Improvement Needed	4	4.65	9
H.	Indefinite Answer	3	3.49	10
I.	By Improving Guidance of LMC Students	1	1.16	11
J.	Through Strengthening Courses and Instruction	5	5.81	6.5
K.	Through Greater Use and Acceptance of Community Resources and Programs	5	5.81	6.5
	Total	86	99.99	

TABLE 63

ANALYSIS OF RESPONSES FOR QUESTION II OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question II: How do you feel business, industry, or labor organizations could help LMC in its development?

	No. of Responses	Percentage	Rank Order
A. Through Improved Communication, Cooperation, and Public Relations	14	12.39	2
B. By Providing Input and Advice (Formally and Informally)	40	35.40	1
C. By Providing Various Resources for LMC			
1. Cooperative On-the job Training	13	11.50	3
2. Facilities and Equipment	1	.88	12
3. Financial Assistance	12	10.62	4
4. Teaching Personnel	7	6.19	6.5
5. Time	1	.88	12
D. By Participating in Meetings and Seminars	8	7.08	5
E. By Showing Interest and Support	3	2.65	9
F. By Promoting Attendance at LMC	3	2.65	9
G. Indefinite Answer	3	2.65	9
H. Through Use of LMC Placement Services and Hiring of Graduates	7	6.19	6.5
I. LMC is Doing Well, No Help Necessary	1	.88	12
Total	113	99.96	

TABLE 64

ANALYSIS OF RESPONSES FOR QUESTION III OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question III: To what extent do you feel business, industrial, or labor leaders should participate in the advisement of LMC?

		No. of Responses	Percentage	Rank Order
A.	Much Participation in Advisement	13	16.25	3
B.	Some Advisement	4	5.00	6.5
C.	Little or Limited Involvement in Advisement	4	5.00	6.5
D.	Advisement in Particular Areas or Problems	19	23.75	2
E.	Formal Advisement Through Serving on an Advisory Committee or Board	22	27.50	1
F.	Informal Advisement	8	10.00	4
G.	Advisement When Requested or When a Need is Felt	6	7.50	5
H.	No Participation in Advisement	1	1.25	9
I.	Indefinite Answer	3	3.75	8
	Total	80	100.00	

These analyses reveal that business, industrial and labor leaders:

1. Feel a need for improved communication, cooperation, and public relations and for more direct contact with Lake Michigan College (table 62, responses A and C; table 63, response A)

2. Believe that they can best help in the development of Lake Michigan College by providing input and advice, especially on a formal basis; and by providing cooperative, on-the-job training for LMC students; and financial assistance. (table 63, responses B and C 1 and 3; table 64, response E)

TABLE 65

ANALYSIS OF RESPONSES FOR QUESTION IV OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question IV: To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local businesses or industries?

	No. of Responses	Percentage	Rank Order
A. Presently Participating	8	9.41	5
B. Very Willing to Participate	15	17.65	2
C. Willing to Participate	12	14.12	4
D. Willing for Limited Participation	14	16.47	3
E. Qualified Answer			
1. Based on Finance	1	1.18	11
2. Based on Availability of Openings or Need	6	7.06	6
3. Based on Scheduling of Program	2	2.35	9
4. Based on Student Qualifications	3	3.53	8
5. Based on Mutual Benefit to Organization and Student	1	1.18	11
6. Based on Practicality of Program	1	1.18	11
F. Uncertain as to Participation	4	4.71	7
G. Unable to Participate	18	21.17	1
Total	85	100.01	

TABLE 66

ANALYSIS OF RESPONSES FOR QUESTION V OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question V: In what specific areas would you like to see workshops or seminars?

	No. of Responses	Percentage	Rank Order
A. Community Needs and Development	6	7.06	6.5
B. Methods of and Relationships with Government	6	7.06	6.5
C. Vocational Areas	17	20.00	2
D. Basic Skills, Communication, Psychology	6	7.06	6.5
E. Leadership, Management, and Supervision	11	12.94	3
F. Business and Finance	23	27.06	1
G. Labor Relations	6	7.06	6.5
H. Public Relations	1	1.18	9.5
I. Leisure Time Activities	1	1.18	9.5
J. Indefinite Answer	8	9.41	4
Total	85	100.01	

3. Are divided with regards to participation in cooperative programs with 21.17% unable to participate and 41.18% willing, very willing, or presently participating in such programs (table 65, responses G, B, C, and A)

4. Desire workshops or seminars in business and finance; vocational areas; and leadership, management, and supervision (table 66, responses F, C, and E)

5. Feel that Lake Michigan College can best use its educational dollar by improving administrative efficiency and reducing administrative costs or personnel, by providing the best teachers and

TABLE 67

ANALYSIS OF RESPONSES FOR QUESTION VI OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question VI: What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

		No. of Responses	Percentage	Rank Order
A.	By Offering Programs That Meet Local Needs	6	8.11	4.5
B.	By Providing the Best Teachers and Instruction Possible	8	10.81	2
C.	By Eliminating Waste and Reducing Unnecessary Expenditures	2	2.70	13
D.	By Reducing Classes That Are Non-essential or That Are Inadequately Filled	4	5.41	9
E.	By Improving Administrative Efficiency and Reducing Administrative Costs and/or Personnel	10	13.51	1
F.	By Using the Major Part for Direct Education of Students	7	9.46	3
G.	By Using the Teaching Staff More Efficiently	4	5.41	9
H.	By Using Facilities More Efficiently	4	5.41	9
I.	By Reducing Expenditures for Buildings	5	6.76	6.5
J.	By Seeking Competent Outside Advice	5	6.76	6.5
K.	By Setting and Maintaining Goals and Priorities	2	2.70	13
L.	By Regular Self-analysis and Evaluation	1	1.35	17.5
N.	By Using Community Resources and Sharing LMC Resources with Community	2	2.70	13
P.	By Increasing Enrollment and Expanding the Curriculum	1	1.35	17.5
Q.	By Seeking Funds from Industry and Government	1	1.35	17.5
R.	By Improving Transferability of Credits	1	1.35	17.5

TABLE 67--Continued

		No. of Responses	Percent-age	Rank Order
T.	By Predicting Enrollment	1	1.35	17.5
U.	By Selecting Qualified and Motivated Students	1	1.35	17.5
V.	By Using LMC Dollar as it is Now Used	3	4.05	11
W.	No Specific Suggestions	6	8.11	4.5
	Total	74	100.00	

TABLE 68

ANALYSIS OF RESPONSES FOR QUESTION VII OF THE BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS SURVEY

Question VII: What emphasis do you feel should be given to agricultural education at LMC?

		No. of Responses	Percent-age	Rank Order
A.	Great Emphasis	24	31.58	1
B.	Same Emphasis as Other Vocational Subjects	6	7.89	5.5
C.	Some Emphasis	9	11.84	3.5
D.	Emphasis on Basics or Specific Courses Only	6	7.89	5.5
E.	Emphasis Dependent on Interest and Need	18	23.68	2
F.	Little or No Emphasis	9	11.84	3.5
G.	Uncertain, No Opinion, Indefinite Answer	4	5.26	7
	Total	76	99.98	

instruction possible, and by using the major portion of its educational dollar for direct education of students (table 67, response E, B, and F)

6. Feel that a great emphasis should be given to agricultural education or that this emphasis should be based on interest and need (table 68, responses A and E)

Agreement among the six population surveys on the same or similar question items. On these surveys, there were some questions that were the same or similar except for specific wording to fit the population being surveyed. Some questions appeared on all six surveys; some were on only three or four. Both the forced choice and open-ended sections of the questionnaire contained similar question items. The agreement among populations on similar question items is discussed separately below for each questions.

Agreement on question M for surveys 2 through 7. Table 69 shows the order of choices of each population for question M. Specific information concerning the percentage of first choices, median, and interquartile range for each item can be located in the separate tables for each survey.

As can be seen from table 69, all populations except government agencies felt that providing information through the news media was the most effective means of public relations for Lake Michigan College. Only students disagreed with the other groups on the order of second and third choices.

Agreement on question N for surveys 4 through 7. Table 70 shows the order of choices on question N for four surveys. The separate tables for each survey contain specific information about the

TABLE 69

ORDER OF CHOICES FOR QUESTION M ON SIX SURVEYS

M. Which do you feel is most effective for LMC public relations?
46. Information through the news media (radio, TV, newspaper).
47. Administration and faculty involvement with industry, labor, and government agencies.
48. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.)

No.	Survey	Order of Choices 46.	47.	48.
2.	LMC Students	1	3	2
3.	LMC Administration, Faculty and Employees	1	2	3
4.	Government Agencies	*	*	3
5.	Educators	1	2	3
6.	Civic Organizations	1	2	3
7.	Business, Industry, and Labor Organizations	1	2	3

*Item 46 and 47 received the same percentage of choices.

TABLE 70

ORDER OF CHOICES FOR QUESTION N ON FOUR SURVEYS

N. What do you think would be the best means for placement of LMC graduates?
49. Brochures with pictures and information about graduates.
50. Arranged job interviews with prospective employers.
51. Form letters to prospective employers listing names of graduates in each vocation.

No.	Survey	Order of Choices 49.	50.	51.
4.	Government Agencies	*	1	*
5.	Educators	3	1	2
6.	Civic Organizations	2	1	3
7.	Business, Industry, and Labor Organizations	3	1	2

*Items 49 and 51 received the same percentages of choices.

percentage of first choices, median, and interquartile range for each item.

This table shows that all populations agreed that the best means for placement of LMC graduates is arranged job interviews with prospective employers. Reference to the separate tables for each survey reveals that the degree of agreement on this choice was so high that the order of second and third choices is insignificant.

Agreement on question O surveys 2, 3, 4, and 7. The order of choices for question O for four surveys is shown in table 71. Information concerning the percentage of first choices, median, and interquartile range for each item is found in the separate tables for each survey.

This table shows that all four populations agreed that on-the-job experience through cooperation with local industries is most important in providing effective vocational training at Lake Michigan College.

TABLE 71

ORDER OF CHOICES FOR QUESTION O ON FOUR SURVEYS

O. Which do you think is most important in providing effective vocational training at LMC?
   52. Adequate, up-to-date laboratory experience.
   53. Basic theory through classroom instruction.
   54. On-the-job experience through cooperation with local industries.

No.	Survey	Order of Choices 52.	53.	54.
2.	LMC Students	2	3	1
3.	LMC Administration, Faculty, and Employees	3	2	1
4.	Educators	2	3	1
7.	Business, Industry, and Labor Organizations	3	2	1

Students and educators agreed on the order of second and third choices, but disagreed with LMC administration, faculty, and employees and business, industrial, and labor organizations on the order of these choices.

Agreement on question P for surveys 4 through 7. The order of choices for question P for surveys 4 through 7 is shown in table 72. Other relevant information for each item in this question can be located in the separate tables for each survey.

Complete agreement on the order of choices for all four populations is shown in this table. All populations felt that the most important goal in continuing education was to provide courses for adults of the community who need occupational or professional retraining.

Agreement on question Q for surveys 4 through 7. Table 73 shows the order of choices for question Q, which was common to four surveys. Other relevant information for these items is found in the table for each survey.

TABLE 72

ORDER OF CHOICES FOR QUESTION P ON FOUR SURVEYS

P. What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?
55. Providing cultural enrichment programs for the community.
56. Providing remedial services for community members who have educational deficiencies or weaknesses.
57. Providing courses for the adults of the community who need occupational and/or professional retraining.

No.	Survey	Order of Choices 55.	56.	57.
4.	Government Agencies	3	2	1
5.	Educators	3	2	1
6.	Civic Organizations	3	2	1
7.	Business, Industry, and Labor Organizations	3	2	1

TABLE 73

ORDER OF CHOICES FOR QUESTION Q ON FOUR SURVEYS

Q. What do you think are the most important work skills for LMC graduates?
58. Accuracy in work.
59. Speed in completing work.
60. Ability to work without constant supervision.

No.	Survey	Order of Choices 58.	59.	60.
4.	Government Agencies	2	3	1
5.	Educators	2	3	1
6.	Civic Organizations	2	3	1
7.	Business, Industry, and Labor Organizations	2	3	1

Again these four populations agree on the order of choices. All agree that ability to work without constant supervision is the most important work skill for LMC graduates.

Agreement on question R for surveys 4 through 7. Question R was also the same on four surveys. The order of responses for this question is shown in table 74.

Reference to the separate tables for each survey reveals that there was extremely high agreement among all populations that honesty and dependability are the most useful characteristics for LMC graduates who seek employment.

Agreement of responses for question S on surveys 2, 3, and 5. Three surveys contained a question S, which was the same. The agreement among respondents on this question is shown in table 75.

Table 75 shows that LMC students and administrators, teachers, and employees agreed that traditional lecture and class discussion were the most effective instructional methods for LMC teachers to use. Reference to separate tables for each survey shows that a higher percentage

TABLE 74

ORDER OF CHOICES FOR QUESTION R ON FOUR SURVEYS

R. What personal characteriestics are most useful to LMC graduates seeking employment?
61. Tact in dealing with superiors and associates.
62. Pleasing personality.
63. Honesty and dependability.

No.	Survey	Order of Choices 61.	62.	63.
4.	Government Agencies	3	2	1
5.	Educators	*	*	1
6.	Civic Organizations	*	*	1
7.	Business, Industry, and Labor Organizations	2	3	1

*Item 61 and 62 received the same percentage of choices.

TABLE 75

ORDER OF CHOICES FOR QUESTION S ON SURVEYS 2, 3, AND 5

S. What do you feel are the most effective instructional methods for LMC teachers to use?
64. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc.
65. Use of traditional lecture/class discussion methods.
66. Use of self-teaching units and other individualized learning methods.

No.	Survey	Order of Choices 64.	65.	66.
2.	LMC Students	2	1	3
3.	LMC Administration, Faculty, and Employees	2	1	3
5.	Educators	1	*	*

*Items 65 and 66 received the same percentage of choices.

of students than of administrators, teachers, and employees support these mothods. Area educators preferred a wide variety of audio-visual aids as means of instruction, but did not agree on their second and third choices.

Agreement of responses for question T on surveys 2, 3 and 5. Question T was the same on three surveys. Table 76 shows agreement among

TABLE 76

ORDER OF CHOICES FOR QUESTION T ON SURVEYS 2, 3, AND 5

T. Which do you feel are the most effective techniques used by LMC for recruiting students?
67. Direct advertising through radio, TV, newspaper, etc.
68. Guidance and counseling services for high school seniors.
69. Promotion programs by LMC faculty and students in local high schools.

No.	Survey	Order of Choices 67.	68.	69.
2.	LMC Students	3	1	2
3.	LMC Administration, Faculty, and Employees	3	2	1
5.	Educators	3	1	2

the three populations on this question.

This table reveals the LMC students and area educators agree on their order of choices. Both feel that guidance and counseling services for high school seniors are the most effective techniques for Lake Michigan College to use in recruiting students. Reference to table 74 shows that while a slightly higher percentage of LMC administrators, faculty, and staff listed item 69 (42.1%) as their first choice, item 68 (39.5%) was a close second.

Analysis of question T for surveys 4, 6, and 7 and question V for survey 5. Question T was identical on surveys 4, 6, and 7. Leaders of government agencies; civic organizations; and business, industry, and labor were asked to rank twelve occupations in the order of need. Question V of the educators survey was somewhat similar, but included only four occupations. Of these four, three were among the occupations listed in question T on the other surveys. Table 77 shows the number and percentage of respondents who listed each of these occupations as their first and second choices and the rank order of need based on the

TABLE 77

NUMBER AND PERCENTAGE OF FIRST AND SECOND CHOICES AND RANK ORDER OF NEED FOR TWELVE OCCUPATIONS FROM SURVEYS 4 THROUGH 7

Item No.	Occupation	1st Choice No.	1st Choice %	2nd Choice No.	2nd Choice %	Rank* Order
67.	Appliance Repair Persons		0.0		0.0	12
68.	Auto Mechanics	8	5.7	4	3.2	10
69.	Builders or Carpenters	11	7.9	4	3.2	8
70.	Clerks	21	15.0	14	11.0	2
71.	Drafts Persons (Draftsmen)	5	3.6	11	8.7	7
72.	Electricians	5	3.6	9	7.1	9
73.	Accountants	4	2.9	16	12.6	4
74.	Secretaries	42	30.0	37	29.1	1
75.	Stenographers	7	5.0	11	8.7	6
76.	Machinists	19	13.6	9	7.1	3
77.	Salespersons	15	10.7	5	3.9	5
78.	Welders	3	2.1	7	5.5	11
	Total	140	100.1	127	100.1	

*Rank order based on combined percentages of first and second choices.

four surveys. This table does not include occupational choices that were written in by respondents, nor is the one occupation (teacher aides) that appeared only on the educators survey included. Occupations are ranked on combined first and second choices or on subsequent choices in case no first or second choice was indicated.

Table 77 shows that the six most needed occupations in the order of need are:

1. Secretaries
2. Clerks
3. Machinists
4. Accountants
5. Salespersons
6. Stenographers

TABLE 78

ANALYSIS OF SIMILAR RESPONSES FOR QUESTION I OF THE GOVERNMENT AGENCIES, EDUCATORS, CIVIC, AND BUSINESS ORGANIZATION SURVEYS

Question I: How do you feel the relationships between LMC and (government agencies, educators, civic, and business organizations) could be improved?

Similar Answers	No. of Responses	Percentage	Rank Order
A. Through Improved Communication, Cooperation, and Public Relations	50	37.88	1
B. Through Expanding or Adapting the Curriculum and Services to Meet Community Needs	16	12.12	3
C. Through More Direct Contact, Meetings, Visits, Etc.	27	20.45	2
D. Through Greater Involvement on the Part of LMC Administration and Teachers	11	8.33	4.5
E. Through Providing Seminars, Workshops, Etc.	11	8.33	4.5
F. Through Increased Accountability and Improved Administration	6	4.55	7
G. Relationships are Good, No Improvement Needed	7	5.30	6
H. Indefinite Answer	4	3.03	8
Total	132	99.99	

Analysis of similar responses for open-ended questions. The analysis of responses for question I of surveys 4 through 7 is presented in table 78. This table shows the number and percentage of responses for each category and the rank order of categories.

This table shows that the most important ways to improve relationships between Lake Michigan College and local government agencies, educators, civic and business organizations are:

1. Through improved communication, cooperation, and public relations (response A)

2. Through more direct contact, meetings, and visits (response C)

3. Through expansion or adaptation of LMC curricula and services to meet community needs (response B)

Table 79 shows the analysis of responses for question II of surveys 4 through 7. The number and percentage of responses for each category and the rank order of the categories are given.

As can be seen in table 79, government agencies, area educators, civic, and business organizations feel that they can best help Lake Michigan College in its development:

1. By providing formal and informal advice (response B)

2. By improving communication, cooperation, and public relations (response A)

3. By providing teaching personnel, cooperative, on-the-job training, and financial assistance (response C 4, 1, and 3)

Question III of surveys 4 through 7 is analyzed in table 80, which shows the number and percentage of responses for each category and the rank order of categories.

The responses in this table reveal that local government leaders, educators, civic leaders, and business and labor leaders feel that they should play a definite part in the advisement of Lake Michigan College (response A). They feel that this can best be done in a formal manner through service on an advisory committee or board (response E) and through providing advisement in particular areas or problems (response D).

TABLE 79

ANALYSIS OF SIMILAR RESPONSES FOR QUESTION II OF THE GOVERNMENT AGENCIES, EDUCATORS, CIVIC, AND BUSINESS ORGANIZATION SURVEYS

Question II: How do you feel (government agencies, educators, civic, and business organizations) could help LMC in its development?

Similar Answers:	No. of Responses	Percentage	Rank Order
A. Through Improved Communication, Cooperation, and Public Relations	27	16.27	2
B. By Providing Input and Advice (Formally and Informally)	56	33.73	1
C. By Providing Various Resources for LMC	1	.60	11.5
1. Cooperative On-the-job Training	17	10.24	4
2. Facilities and Equipment	4	2.41	9.5
3. Financial Assistance	15	9.04	5
4. Teaching Personnel	19	11.45	3
5. Time	1	.60	11.5
D. By Participating in Meetings and Seminars	12	7.23	6
E. By Showing Interest and Support	5	3.01	7.5
F. By Promoting Attendance at LMC	4	2.41	9.5
G. Indefinite Answer	5	3.01	7.5
Total	166	100.00	

TABLE 80

ANALYSIS OF SIMILAR RESPONSES FOR QUESTION III OF THE GOVERNMENT AGENCIES, EDUCATORS, CIVIC, AND BUSINESS ORGANIZATION SURVEYS

Question III: To what extent do you feel (government agencies, educators, civic, and business organizations) or personnel should participate in the advisement of LMC?

Similar Answers	No. of Responses	Percentage	Rank Order
A. Much Participation in Advisement	22	15.94	3
B. Some Advisement	7	5.07	7
C. Little or Limited Involvement in Advisement	10	7.25	6
D. Advisement in Particular Areas or Problems	33	23.91	2
E. Formal Advisement through Serving on Advisory Committee or Board	34	24.64	1
F. Informal Advisement	13	9.42	4
G. Advisement When Requested or When a Need Is Felt	11	7.97	5
H. No Participation in Advisement	4	2.90	8.5
I. Indefinite Answer	4	2.90	8.5
Total	138	100.00	

Local government agencies, civic organizations, and business and labor organizations were asked about their willingness to participate in providing cooperative, on-the-job training programs for LMC students. Their responses are analyzed in table 81.

These responses reveal that 22.5% of the respondents are unable to participate in such programs (response G). They show that 50% are willing for some type of participation (responses B, C, and D), and that 7.5% are presently participating in a co-op program (response A).

TABLE 81

ANALYSIS OF SIMILAR RESPONSES FOR QUESTION IV OF THE GOVERNMENT AGENCIES, CIVIC, AND BUSINESS ORGANIZATION SURVEYS

Question IV: To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local (government agencies, civic, and business) organizations?

Similar Answers:	No. of Responses	Percentage	Rank Order
A. Presently Participating in a Co-op Program	9	7.50	5
B. Very Willing to Participate	22	18.33	2
C. Willing to Participate	17	14.17	4
D. Willing for Limited Participation	21	17.50	3
E. Qualified Answer			
1. Based on Finance	6	5.00	6.5
2. Based on Availability of Openings or Need	6	5.00	6.5
3. Based on Scheduling of Program	2	1.67	10
4. Based on Student Qualifications	4	3.33	8.5
5. Based on Mutual Benefit to Organization and Student	1	.83	11.5
6. Based on Practicality of Program	1	.83	11.5
F. Uncertain as to Participation	4	3.33	8.5
G. Unable to Participate	27	22.50	1
Total	120	99.99	

TABLE 82

ANALYSIS OF SIMILAR RESPONSES FOR QUESTION V OF THE GOVERNMENT AGENCIES, CIVIC AND BUSINESS ORGANIZATION SURVEYS

Question V: In what specific areas would you like to see workshops or seminars conducted?

Similar Answers:	No. of Responses	Percentage	Rank Order
A. Community Needs and Development	11	9.40	4.5
B. Methods and Relationships with Government	13	11.11	3
C. Vocational Areas	22	18.80	2
D. Basic Skills, Communication, Political Science, Psychology	10	8.55	6
E. Leadership, Management, and Supervision	14	4.97	8
F. Business and Finance	25	21.37	1
G. Labor Relations	6	5.13	7
H. Public Relations	1	.85	10
I. Leisure Time Activities	4	3.42	9
J. Indefinite Answer	11	9.40	4.5
Total	117	100.00	

Finally, these responses show that another 16.66% of the respondents might be willing to participate in such programs if certain qualifications are met (response E 1 through 6).

Respondents in local government agencies, civic organizations, and business and labor organizations were asked to suggest the specific areas in which they desire workshops or seminars. Their answers are summarized in table 82.

The answers in this table show that seminars or workshops are needed most in the areas of:

1. Business and finance (response F)
2. Vocational areas (response C)
3. Methods and relationships with government (response B)
4. Community needs and development (response A)

Surveys 4 through 7 included a question in which respondents were asked to suggest ways by which Lake Michigan College could make the best use of its educational dollar. The analysis of these responses is shown in table 83.

As might be expected, respondents gave many answers to this question. The highest numbers and percentages of respondents felt that the best use of the educational dollar might be accomplished:

1. By improving administrative efficiency and reducing administrative costs and/or personnel (response F)
2. By providing the best teachers and instruction possible (response B)
3. By offering programs that meet local needs (response A)
4. By using the major part of the dollar for direct education of students (response F)

Surveys 4 through 7 also contained a question regarding the emphasis that agricultural education should receive at Lake Michigan College. Responses to this question are summarized in table 84.

Table 84 shows that more than one-third of the respondents (36.03%) felt that there should be a strong emphasis on agricultural education at Lake Michigan College (response A). Another 17.65% felt that the emphasis should be dependent on the interest in and need for agricultural

TABLE 83

ANALYSIS OF SIMILAR RESPONSES FOR GOVERNMENT AGENCIES, CIVIC, AND BUSINESS ORGANIZATION SURVEYS--QUESTION VI, AND EDUCATORS SURVEY--QUESTION VII

Question: What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

Similar Answers:	No. of Responses	Percentage	Rank Order
A. By Offering Programs that Meet Local Needs	12	9.60	4
B. By Providing the Best Teachers and Instruction Possible	13	10.40	2.5
C. By Eliminating Waste and Reducing Unnecessary Expenditures	5	4.00	8.5
D. By Reducing Classes That Are Non-essential or That Are Inadequately Filled	8	6.40	6
E. By Improving Administrative Efficiency and Reducing Administrative Costs and/or Personnel	16	12.80	1
F. By Using the Major Part for Direct Education of Students	11	8.80	5
G. By Using the Teaching Staff More Efficiently	4	3.20	12
H. By Using Facilities More Efficiently	5	4.00	8.5
I. By Reducing Expenditures for Buildings	5	4.00	8.5
J. By Seeking Competent Outside Advice	5	4.00	8.5
K. By Setting and Maintaining Goals and Priorities	3	2.40	15
L. By Regular Self-analysis and Evaluation	3	2.40	15
M. By Concentrating on Basic Skills and Career Education	3	2.40	15
N. By Using Community Resources and Sharing LMC Resources with Community	4	3.20	12
O. By Being Accountable	2	1.60	18.5
P. By Increasing Enrollment and Expanding the Curriculum	2	1.60	18.5

TABLE 83--Continued

	No. of Responses	Percentage	Rank Order
Q. By Seeking Funds from Industry and Government	2	1.60	18.5
R. By Improving Transferability of Credits	2	1.60	18.5
S. By Developing a Job Placement Center	1	.80	22.5
T. By Predicting Enrollment	1	.80	22.5
U. By Selecting Qualified and Motivated Students	1	.80	22.5
V. By Continuing to Use the LMC Dollar as It Is Now	4	3.20	12
W. No Specific Suggestions	13	10.40	2.5
Total	125	100.00	

education. A small minority (13.24%) felt that agricultural education should receive little or no emphasis.

Summary

The findings for all seven surveys of the Lake Michigan College Goal Study were presented in this chapter. The findings were based on 2,579 usable responses from seven different populations as follows:

1. General population--door-to-door interviews--1,738 questionnaires
2. LMC student--538 questionnaires
3. LMC administration, faculty, and non-teaching employees--76 questionnaires
4. Local government agencies--mail survey--30 questionnaires
5. Local area educators--mail survey--30 questionnaires

TABLE 84

ANALYSIS OF SIMILAR RESPONSES FOR GOVERNMENT AGENCIES, CIVIC, AND BUSINESS ORGANIZATION SURVEYS--QUESTION VII AND EDUCATORS SURVEY--QUESTION VIII

Question: What emphasis do you feel should be given to agricultural education at LMC?

Similar Answers:	No. of Responses	Percentage	Rank Order
A. Great Emphasis	49	36.03	1
B. Same Emphasis as Other Vocational Subjects	8	5.88	6.5
C. Some Emphasis	15	11.03	4
D. Emphasis on Basics or Specific Courses Only	8	5.88	6.5
E. Emphasis Dependent on Interest and Need	24	17.65	2
F. Little or No Emphasis	18	13.24	3
G. Uncertain, No Opinion, Indefinite Answer	14	10.29	5
Total	136	100.00	

6. Local civic organizations--mail survey--20 questionnaires

7. Local business, industrial, and labor organizations--mail survey--107 questionnaires

Findings for the core area of the study were presented first. The core area consisted of twelve goal-option questions lettered A through L with three options for each question, which were to be numbered "1" for "most important," "2" for "of moderate importance," of "3" for "least important." These twelve questions appeared on all seven surveys. The findings showed strong agreement among respondents for ten of the twelve goal-option questions. The data for these responses were analyzed to show the degree of agreement among the various populations and selected subpopulations on the twelve questions. The analysis of the

one open-ended question in the General Population Survey was also included in this section.

Six of the surveys contained additional questions that were to be marked from "most important" (1) to "least important" (3). These surveys also contained open-ended questions upon which respondents were requested to comment. Four surveys included a question that listed a number of occupational areas that respondents were requested to rank in the order of need for the organizations they represented. The data for each of these six surveys were analyzed separately.

Finally, data for those questions which were identical or similar on three or more surveys were analyzed to find the degree of agreement among the populations on these questions.

CHAPTER 5

PRELIMINARY GOAL AND OBJECTIVE SYNTHESIS

The findings of the seven Lake Michigan College Goal Study surveys were studied carefully, and from them a statement of philosophy and institution-wide goals was synthesized. These were presented to the Lake Michigan College Goal Study Task Force for their consideration. Statements of objectives for each of the following Lake Michigan College divisions were also synthesized from the survey findings:

1. Business Affairs
2. Continuing Education and Community Services
3. General Studies
4. Library and Learning Resources
5. Student Affairs
6. Vocational/Technical Education

These objectives were given to the chairman of each division as objectives for the division were being discussed.

The syntheses of philosophy, institutional goals, and objectives for each division are described in this chapter.

Statement of Philosophy

The following statement of philosophy was presented to the Lake Michigan College Goal Study Task Force.

Philosophy

> Lake Michigan College is dedicated to the belief that it has been founded to serve its community as a lifelong learning center, both for those of the community who seek to satisfy their educational and cultural needs and interests and for

all its high school graduates and other qualified applicants who desire to develop their potential for the benefit of society.

It is further believed that the resources of Lake Michigan College on campus and in the community should provide an atmosphere where its students can define and achieve their personal educational goals by integrating study with experience.

This statement of philosophy was based on the present Lake Michigan College statement of philosophy and on several responses from the Lake Michigan College Goal Study surveys. The basis for the philosophy statement and the sources from which it was derived are presented below. The reader may wish to refer to chapter 4 for the survey responses. The total survey responses are shown in table 12 (pp. 44-46). The student responses can be found in table 19 (pp. 61, 62).

BASIS FOR PHILOSOPHY STATEMENT

1.	General relationship between community and college	Serve its community . . .	Present philosophy Total Survey Response 22
2.	General nature of the admitted students	All its high school graduates and others qualified . . .	Present philosophy Total Survey Response 43
3.	General nature of the learner	Applicants who desire to develop their potential . .	Present philosophy Total Survey Responses 19 & 37; Student Survey Response 70
4.	General resources of education	The resources of Lake Michigan College . . .	Total Survey Response 55
5.	General means of education	. . . by integrating study with experience	Student Survey Reponses 54 and 76

Sythesis of Institutional Goals

The information from the total survey responses was first synthesized into twelve goals in three general areas as shown below. The survey responses on which these goals were based may be found in table 12 (pp. 44-46).

Program-centered Goals

1. To teach mastery of the basic areas of knowledge--reading, computing, and communications skill (Total Survey Response 31)

2. To provide guidance for students in choosing courses and in finding employment (Total Survey Response 25)

3. To help high school students develop job skills (Total Survey Response 41)

4. To prepare students, through vocational studies, for employment after graduation (Total Survey Response 11)

General Institutional Goals

1. To employ a highly qualified faculty (Total Survey Response 14)

2. To admit all high school graduates (Total Survey Response 43)

3. To meet the educational needs and interests of adults in the community (Total Survey Response 22)

4. To provide for efficient school operations (Total Survey Reponse 34)

5. To offer college courses and credit through radio and extension centers (Total Survey Response 29)

Student Outcome Goals

1. To help students develop a sense of personal responsibility (Total Survey Response 19)

2. To stimulate in students a continuing interest in obtaining knowledge (Total Survey Response 37)

3. To provide individuals with job skills that will enable them to earn a living (Total Survey Response 17)

These goal statements were restudied and additional information from surveys other than the total survey responses were used to synthesize six institutional goals. Specific information from which these goals were derived can be found in the total survey responses in table 12 (pp. 44-46) in the Student Survey (table 19, pp. 61, 62); and in table 72 (p. 117) for the Government Agencies; Educators; Civic Organizations; and Business, Industry, and Labor Surveys responses. Criteria for evaluating the achievement of each of these goals were also prepared. The six goal statements and the evaluative criteria are as follows:

Goals

1. To develop in students the necessary knowledge, skills, and attitudes to perform successully in their chosen fields of work (Total Survey Responses 11, 17, and 41)

2. To develop in students mastery of the basic skills of reading, computing, and communication (Total Survey Response 31)

3. To prepare students for further education and to stimulate in them a continuing interest in obtaining knowledge (Student Survey Responses 10 and 37)

4. To serve the educational needs and interests of the adult community (Total Survey Response 22; Government Agencies, Educators, Civic, and Business Organizations Response 57)

5. To provide services and guidance for students in choosing a lifework, in selecting courses, and in finding employment (Total

Survey Response 25; Student Survey Responses 55, 57 and 58)

6. To use the human and physical resources of the college efficiently in achieving the above goals (Total Survey Responses 14 and 34)

Evaluation Criteria

Achievement of goals will be assessed according to the following criteria:

Goal 1: Percentage of graduates and former students entering employment and continuing in it for a predetermined number of months

Goal 2: Percentage of students achieving at a mastery level on selected standardized skill tests

Goal 3: Percentage of graduates and former students continuing their education in four-year colleges, universities, or other educational programs

Goal 4: Percentage of adults in the college district enrolled at Lake Michigan College

Goal 5: Percentage of students making use of student-affairs services and guidance programs

Goal 6: Achievement of goals 1 through 5 and use of resources on a level similar to comparable institutions

Synthesis of Division Objectives

Information from the seven surveys was used to prepare objectives for each division at Lake Michigan College. These objectives were presented to division chairmen when objectives for the divisions were being discussed. The objectives for each division and the sources from which they were derived are shown below.

Objectives for the Business Affairs Division

1. To provide for efficient school operation with as low a per-student cost as possible (Total Survey, responses 34 and 36--table 12, p. 45)

2. To keep the public informed of LMC activities and programs through freguent use of the news media (Student, Faculty, Government, Educators, Civic, Business Surveys, response 46--table 69, p. 115)

3. To provide guidance and counseling services for high school seniors as a means for recruiting students (Student and Educators Surveys, response 68--table 76, p. 120)

4. To follow a policy of admitting all high school graduates (Total Survey, response 43--table 12, p. 46)

5. To obtain and retain a highly qualified faculty (Total Survey, response 14--table 12, p. 44; Faculty Survey, response 73--table 24, p. 69)

6. To stimulate faculty development through providing in-service programs and by recognizing professional efforts and accomplishments (Faculty Survey, responses 57 and 70--table 24, pp. 68, 69)

7. To provide for student and faculty participation in LMC governance and administration (Student Survey, response 51--table 19, p. 61; Faculty Survey, responses 50 and 62--table 24, pp. 68, 69)

8. To perform financial services for students as efficiently as possible with high regard for the delicate personal relationships involved (Student open-ended response II B--table 21, p. 64)

Objectives for the Continuing Education and Community Services Divison

1. To provide classes that meet the needs and interests of community adults (Total Survey, response 22--table 12, p.45)

2. To provide courses for adults in the community who need occupational and professional retraining (Government, Educators, Civic, and Business Surveys, response 57--table 72, p. 117)

3. To provide college courses and credit through radio and extension centers. (Total Survey, response 29--table 12, p. 45)

4. To provide workshops and seminars for civic, government, business, industrial, and labor personnel (Government and Civic Surveys, response 54--tables 32, p. 77 and 51, p. 95; Business Survey, response 66--table 60, p. 105)

5. To conduct workshops for in-service training of teachers (Educators Survey, response 71--table 41, p. 86)

Objectives for the General Studies Division

1. To develop in students mastery of the basic skills of reading, computing, and communication (Total Survey, response 31--table 12, p. 45)

2. To develop in students self-direction, dependability, and responsibility (Total Survey, response 19--table 12, p. 44; Government, Educators, Civic, and Business Surveys, responses 60 and 63--tables 73, p. 118 and 74, p. 119)

3. To help students recognize personal economic realities (Student Survey, response 70--table 19, p. 62)

4. To provide quality programs that are easily transferable to four-year institutions (Student Survey, responses 10 and 77--tables 13, p. 48 and 19, p. 62)

5. To develop in terminal students the necessary knowledge and work skills that will enable them to earn a living (Total Survey, responses 11 and 17--table 12, p. 44; Student Survey, response 76--table 19, p. 62)

6. To make terminal programs as practical as possible through on-the-job, cooperative programs in local businesses, civic and government agencies, and other educational institutions (Student, Faculty, Educators, and Business Surveys, response 54--table 71, p. 116; Government Survey, response 66--table 32, p. 78)

Objectives for the Library and Learning Resources Division

1. To provide library and audio-visual resources to the community (Total Survey, response 30--table 12, p. 45)

2. To use the library and learning resources of Lake Michigan College as efficiently as possible (Total Survey, response 34--table 12, p. 45)

3. To provide a wide variety of audio-visual aids for use of LMC teachers (Faculty Survey, response 59--table 24, p. 68; Faculty and Educators Survey, response 64--tables 24, p. 69 and 41, p. 86)

4. To provide an atmosphere conducive to study in the library (Student Survey, open-ended response K--table 23, p. 66)

Objectives for the Student Affairs Division

1. To provide guidance services to students as they choose their lifework (Student Survey, response 55--table 19, p. 61)

2. To guide students as they plan their schedules and choose classes each semester (Student Survey, responses 58 and 73--table 19, pp. 61, 62; Total Survey, response 25--table 12, p. 45)

3. To provide placement services for students in terminal programs by arranging job interviews with prospective employers (Total Survey, response 25--table 12, p. 45; Student Survey, response 57--table 19, p. 61; Government, Educators, Civic, and Business Surveys, response 50--table 70, p. 115)

4. To provide opportunities for students to participate in the government of Lake Michigan College through serving on a student-faculty committee and on a student senate (Student Survey, responses 51 and 49--table 19, p. 61)

5. To provide opportunities to participate in sports and other body-building activities (Student Survey, response 61--table 19, p. 61)

6. To provide opportunities to participate in crafts, hobbies, and other leisure-time activities (Student Survey, response 63--table 19, p. 61)

Objectives for the Vocational/Technical Education Division

1. To develop in students the necessary technical knowledge and job skills that will enable them to earn a living (Total Survey, responses 11 and 17--table 12, p. 44; Student Survey, response 76--table 19, p. 61)

2. To develop in students self-direction, dependability, and responsibility (Total Survey, response 19--table 12, p. 44; Government, Educators, Civic, and Business Surveys, responses 60 and 63--tables 73, p. 118 and 74, p. 119)

3. To provide a practical vocational training through on-the-job, cooperative programs in local industries (Student, Faculty, Educators, and Business Surveys, response 54--table 71, p. 116)

4. To provide courses for adults in the community who need occupational or professional retraining (Government, Educators, Civic, and Business Surveys, response 57--table 72, p. 117)

5. To provide classes for high school students so that they might develop job skills (Total Survey, response 41--table 12, p. 46)

Summary

This chapter described the process by which a statement of philosophy, institution-wide goals, and division objectives were synthesized from the seven Lake Michigan College Goal Study surveys. The statement of philosophy and institution-wide goals derived from the surveys were presented to the Lake Michigan College Goal Study Task Force for their consideration. The division objectives were presented to the division chairmen for consideration by appropriate personnel in each division as objectives for the divison were being considered.

The use that the Lake Michigan College Goal Study Task Force made of the statement of philosophy and the institution-wide goal statements, and the manner in which these division objectives were used by the various divisions is described in chapter 6.

CHAPTER 6

PRELIMINARY GOAL AND OBJECTIVE SYNTHESIS

The statements of philosophy and institutional goals, as synthesized from the seven goal study surveys and as described in chapter 5, were presented to the Lake Michigan College Task Force I on Institutional Objectives. The syntheses of division objectives were presented to the respective divisions. This chapter describes the decisions of Task Force I concerning the statements of philosophy and institutional goals for Lake Michigan College, and reports through May, 1976 the results in the development of division objectives.

The Development of Lake Michigan College Philosophy and Goals

Task Force I discussed the suggested statements of philosophy and institutional goals as derived from the goal study surveys. However, the Task Force elected to write its own statement of philosophy. It is as follows:

Institutional Philosophy

> Lake Michigan College recognizes that education is a life long process. As an institution of higher learning it endeavors to provide opportunities to the members of its community to further their potentials as individuals and as contributing members of society.

The six goals synthesized from the goal study surveys that were presented to the Task Force were reduced to five, their order was rearranged, and they were changed slightly to read as follows:

Institutional Goals

1. To prepare students for further education and to stimulate in them a continuing interest in obtaining knowledge.

2. To develop in students mastery of the basic skills of reading, computing, and communication.

3. To develop in students the necessary knowledge, skills, and attitudes to perform successfully in their careers.

4. To serve the educational needs of the adult community.

5. To provide guidance and other services for students in choosing careers, in selecting curricula, and in finding employment.

The Task Force presented the above statements of philosophy and goals to the Lake Michigan College Instructional Advisory Council on March 17, 1976.

In harmony with the original charter for Task Force I, that "the conclusions of this Task Force should be stated in terms of measurable performance whenever possible," and that institutional goals "must be defined in terms of readily measurable performance," the Center for Studies and Services in Education suggested the following criteria for evaluating the level of attainment of the above goals:

Goal 1: Evaluated by the percentage of graduates and former students who continue their education in four-year colleges, universities, or other educational programs

Goal 2: Evaluated by the percentage of students achieving at a mastery level on selected standardized skill tests

Goal 3: Evaluated by the percentage of graduates and former students entering employment and continuing it for a predetermined number of months

Goal 4: Evaluated by the percentage of adults in the college district enrolled at Lake Michigan College

Goal 5: Evaluated by the percentage of students making use of student-affairs services and guidance programs

The Development of Division Objectives

Task Force I delegated responsibility for the development of division objectives to the Center for Studies and Services in Education, which was to work with division chairmen and other personnel whom the chairmen selected from the divisions.

Three sources were used as bases by CSSE to develop tentative objectives: (1) goal-study survey results, (2) existing objectives, and (3) job descriptions. Wherever applicable, findings from the goal-study surveys were used. However, information derived from the surveys could not be sufficiently detailed to formulate all objectives for each Lake Michigan College division. Therefore, survey results were supplemented by existing objectives, where available, and from job descriptions of appropriate personnel, as found in the 1976 revision of the Lake Michigan College Board of Trustees Policy Manual. The survey results, existing objectives, and job descriptions were then adapted and changed as necessary to state them in terms of measurable performance. The syntheses of objectives from the goal study surveys and the tentative division objectives were presented to division chairmen and selected personnel. Instruction on the procedures and components for developing objectives in terms of measurable performance was given, and conceptual models for goal development were supplied by CSSE personnel.

With this material, three Lake Michigan College divisions were able to formulate overall objectives, and two of these were able to formulate objectives for specific areas within the division before the end of May,

1976. These divisions were the Learning Resource Center Division, Arts and Sciences Division, and the Occupational Studies Division.

Learning Resource Center (LRC) Division Objectives, 1976-78

The staff of the Learning Resource Center seek to attain the following overall objectives for 1976-78:

1. To promote and facilitate the increased and effective use of the LRC by the staff and students of Lake Michigan College, as well as by members of the college district, through the specific departmental activities detailed in the departmental objectives.

2. To improve the services of the LRC through provision of an annually predetermined increase in library material and audio visual aids in the various departments and through introduction of the FAIR Service (Flexible Alternative Individualized Interdisciplinary Resource Service).

3. To review and, if necessary, revise biannually the divisional and departmental objectives through surveys of Lake Michigan College staff, students, and constituency members and through divisional and departmental self-evaluation.

Each major area within the LRC Division also formulated objectives. The Cataloging and Acquisitions Department staff will seek to accomplish the following objectives for 1976-78:

1. To improve access to the library collection a complete revision of the filing of all cards in the card catalog will be effected by December, 1976. This activity will be undertaken by the cataloging staff with the aim of 99 percent accuracy. Filing will be according to the rules of Grant W. Morses, Filing Rules: a Three-way Divided Catalog.

Evaluation will be by spot checks of cards.

2. To facilitate patrons' access to materials in library collections, the cataloging librarian will recommend the purchase of twenty bibliographic tools (such as Granger's Index to Poetry) in the fiscal years 1976-78. Approval of the total request and usage of these tools will serve as evaluative criteria for this project.

3. To provide for uniformity in procedures and policies in the cataloging and ordering departments, the librarians of the respective areas will compile a manual of policies and procedures by August, 1976. This project will be evaluated by preparation of the manual by the target date and the attainment of 95 percent uniformity in procedures.

4. To develop a positive professional work attitude in all members of the department toward their functions in the library by the end of the 1976-77 school year, participatory management will be attempted and staff inputs will be secured through meetings, submission of memoranda, and informal discussions. The outcome of this activity will be evaluated by the number of constructive suggestions made for improvement in procedures and policies.

5. To release funds for the purchase of additional material, books in the library collection will be compared with those proposed for book orders so as to reduce duplication. This will be undertaken by the Acquisitions Department staff. Activity will be evaluated by the lack of unintentional duplication of library materials.

6. To secure 80 percent of the proposed increase in the budget intended for purchases, modified by considerations of inflation, the budget will be submitted by the Acquisitions Librarian to the Dean of Library Services. Percentage of the budget approved and numbers of

books secured within the next fiscal year will be the evaluative criteria for this project.

The staff of the Circulation Department will seek to meet the following objectives for 1976-78:

1, To revise and update the circulation manual by September, 1976, so as to improve the organization of check-out files and the shelving of books. Revision will be undertaken by the circulation supervisor. Evaluation of results will be made by personal observation of number of errors in check-out and shelving.

2. To provide a quiet, studious atmosphere in the library at all times, through encouragement (e.g. by posters) and disciplinary action (e.g. verbal reprimands). The assistance of all library staff will be enlisted and success will be evaluated by the reduction and the elimination of nearly all complaints regarding unsatisfactory atmosphere.

3. To increase self-use of library materials by the students of Lake Michigan College through the cooperation of circulation and reference librarians. This in-depth instruction will be undertaken by tours and individual instruction at the beginning of each semester. Results will be judged by monthly comparison of total number of student requests for assistance expressed as a percentage of student enrollment.

The staff of the Reference Department will seek to meet the following objectives for 1976-78:

1. To promote increased use of library services by students, faculty, and general public by disseminating information about the library through available publicity media and updating the library

handbook. The library handbook will be revised by August 1976 with the objective of completion by the beginning of the fall term. Copies sufficient for all new students will be printed for free distribution.

2. To assist patrons in making more efficient use of the library resources by: (1) advertising willingness of staff to help students and encouraging students to avail themselves of staff expertise in completing research projects; (2) providing visual aids in the library indicating location of standard reference works; (3) distributing hand-outs with directions for use of standard reference material; and (4) conducting an orientation program for new users of the library.

3. To expand existing resources through increased use of inter-library loan system.

4. To expand current informational potential by expansion of pamphlet and vertical file material.

The effectiveness of the programs will be evaluated biannually through patron surveys and comparison of library statistics. The evaluation standards and desired levels of each objective will be determined annually by the LRC staff.

Arts and Sciences Divison Objectives, 1976-78

The staff of the Arts and Sciences Division will seek to accomplish the following overall objectives for 1976-78:

1. To provide students of below-average ability, as determined by acceptable tests, with special instruction in the basic skills of reading, computation, and communication until such students are able to attain average performance and to successfully utilize such skills in their college classes.

2. To provide students of average or above average ability with instruction in the basic skills of reading, computation, and communication so that they can successfully utilize such skills in their college classes.

3. To provide students with quality programs that are transferable to four-year institutions, the transferability to be determined by acceptance policies of such institutions.

4. To provide a curriculum which develops within students a sense of self-direction, dependability, and responsibility as revealed by annual surveys of graduates, employers, and institutions to which Lake Michigan College graduates have transferred.

5. To provide an annual review of the curriculum to ensure that it meets the needs of the Lake Michigan College students and constituents, as determined by annual surveys of students and constituents at or above a 70 percent level of satisfaction.

6. To provide an annual evaluation of course content to ensure that it is appropriate and current to the needs of Lake Michigan College students, as determined by annual surveys of students and by comparison with course content in other community colleges.

7. To provide a survey of the effectiveness of the administrative and instructional faculty by utilizing self-evaluation forms and evaluative forms filled out by administration and students.

The Mathematics and Science staff, within this division, formulated the following objectives for the period of 1976-78:

1. To provide students with quality instruction in mathematics and science. For courses designed for transfer, this objective will be attained when a certain predetermined percentage of credits presented for

transfer are accepted by four-year institutions.

2. To develop in students mastery of computational skills as determined by standardized tests. The attainment of this objective will be measured by comparison with norms of similar community colleges.

3. To provide students with the necessary knowledge in mathematics and science to make them effective in their chosen occupations. The attainment of this objective will be measured by comparison with a prescribed minimum satisfaction level on annual follow-up surveys of graduates and employers of graduates.

4. To develop in students the scientific attitude of systematic and critical analysis of data before arriving at conclusions, as revealed by class pre- and post-tests.

The Humanities and Social Sciences staffs worked on their area objectives but were not able to complete them by May of 1976. Guidelines for these areas were suggested by CSSE. It should be noted that the suggested objectives 3 through 6 will be attained when a predetermined minimum percentage of favorable responses on annual surveys of Lake Michigan College students, graduates, and/or employers of graduates is reached. Guidelines suggested by CSSE for the Humanities staff were:

1. To develop in students mastery of communication and English language skills as determined by standardized tests. The attainment of this objective will be measured by comparison with norms of similar community colleges.

2. To provide students with quality courses in the humanities. For courses designed for transfer, this objective will be attained when a certain predetermined percentage of credits presented for transfer are accepted by four-year institutions.

3. To provide students with the necessary skills in English and communication so that they may be effective in their chosen occupations.

4. To develop in students an understanding of and appreciation for the role of the fine arts in improving the quality of life.

5. To help students build a satisfying life philosophy that will provide them with stability in times of rapid change.

6. To develop in students a continuing interest in developing and maintaining healthy bodies through appropriate and satisfying recreational activities.

Guidelines were suggested by CSSE for the Social Science staff. Suggested objectives 3 through 8 will be attained when a predetermined minimum percentage of positive responses on annual surveys of Lake Michigan College students, graduates, and/or employers of graduates is realized.

1. To develop in students mastery of reading skills as determined by standardized tests, the attainment of this objective to be measured by comparison with norms of similar community colleges.

2. To provide students with quality courses in social science. For courses designed for transfer, this objective will be attained when a certain predetermined percentage of credits presented for transfer are accepted by four-year institutions.

3. To provide students with the necessary knowledge in the social sciences to make them effective participants in the social and political life of the Lake Michigan College constituent area.

4. To provide students with an understanding of and appreciation for the historical and philosophical traditions of the American

political system that will enable them to fulfill their citizenship responsibilities effectively.

5. To provide students with an understanding of people that will enable them to be effective in their chosen occupations.

6. To help students recognize personal economic realities and develop in them attitudes contributing to their economic responsibility.

7. To develop in students the ability to read critically in order to detect biases, and the ability to make personal and political decisions on an informed rational basis.

8. To develop in students an understanding of and an appreciation for people whose culture and customs differ from their own from both within and without the United States.

Occupational Studies Division Objectives, 1976-78

The administrative staff of the Occupational Studies Division formulated overall objectives for 1976-1978. It will be noted that many of the objectives need further refinement or need to be restated in terms of measurable performance.

The objectives which the administrative staff will seek to attain in 1976-78 are:

1. To review and revise, as required in the Administrative Guide for Vocational Education, the departmental input and performance objectives for each program.

2. To develop new programs to meet local needs within the district's capabilities, when informed of these needs.

3. To undertake, with a minimum of 60% returns, a follow-up survey of Occupational Studies students.

4. To provide in-service training to meet an indicated need regarding staff development, within budgetary limits.

5. To attend and participate in local, state, and national meetings relative to Occupation Education, within budgetary limits, when appropriate planning time is given and when the agenda items are relevant.

6. To coordinate the review and evaluation of scheduled programs, when given the appropriate instrument.

7. To evaluate instructional personnel for purposes of staff development via in-service programs, when given the appropriate instrument.

8. To submit, by the due date, various forms requesting vocational-technical information when these forms are given at least three weeks in advance.

9. To select vocationally certified personnel for the instruction and administration of occupational programs, when given qualified candidates.

10. To coordinate budget development according to indications of division need, and to meet these needs most appropriately with the resources available.

11. To oversee departmental spending within authorized limits, according to approved cost-center budgets.

Objectives for the various areas of the Occupational Studies Division were also formulated. It will be noted that some of the objectives stated in the Business Administration, Health Science, Secretarial Science, Technical, and Trade-related programs need further refinement or need to be restated in terms of measurable performance.

The Business Administration program staff will seek to attain the following objectives for 1976-78:

1. To inform students that a business career offers the potential of excellent monetary rewards, stimulating daily challenges and personal satisfaction to those who are adequately trained and who continue their learning process throughout their productive years.

2. To present to students the role of business in a dynamic free-enterprise economic system by explaining the use of profit as a measure of the ability of a business to satisfy the needs of its customers.

3. To explain to students how business, if not hindered by unreasonable governmental controls, can raise the standard of living and provide the opportunity for a "better life" for all people.

4. To develop business-faculty awareness of current needs and new developments in business and industry that should be introduced in the classroom.

5. To counsel students who seek help in setting career goals as they relate to business educational requirements.

6. To provide the business students with information on employment standards and job opportunities.

7. To prepare college transfer students who, upon completion of the two-year program leading to the Associate in Business degree, will qualify for acceptance at the junior level in a four-year educational institution.

8. To train career students who, upon completion of the two-year career program (Associate in Applied Business degree), will qualify for entrance-level positions in accounting, managements, marketing, and retailing.

9. To offer courses for immediate benefit to employed part-time business students who do not presently intend to earn an Associate degree.

10. To offer courses to non-business students who desire an understanding of how individual business firms conduct their activities under changing economic conditions and how the American economy operates in relationship to the economy of the world.

11. To provide students entering the job market information on how to apply for jobs, how to conduct themselves in interviews, and how to carry out related activities.

12. To provide students with on-the-job training through cooperative experience in the areas of marketing, retailing, and management.

13. To work together with other departments within the institution on programs and projects which could benefit the institution as a whole.

The Health Science staff will seek to meet the following objectives during 1976-78:

1. To provide the opportunity for students interested in health occupations to be evaluated on previous knowledge and skills and to be given credit for acquired knowledge.

2. To develop in all graduates the technical knowledge and skills necessary to pass the mandatory licensing examinations.

3. To graduate only those students who have proved their competency in the health field by giving quality patient care, and by successfully completing the licensing examination.

4. To impress all students with the importance of continuing education for technicians/practitioners, and to provide leadership and guidance for these technicians/practitioners through programs featuring speakers and current literature.

5. To provide a manpower pool from which southwestern Michigan health facilities can draw in staffing their institutions or agencies with competent, safe practitioners.

The Secretarial Science staff will seek to meet the following objectives during 1976-78:

1. To provide programs that will enable secretarial science students who intend to enter the world of work directly from college to achieve a level of skill sufficient to function effectively in a position that is both materially and physically rewarding.

2. To provide students who desire to major in Business Education with a two-year program that will enable them to transfer to a four-year college.

3. To provide students entering the job market information on how to apply for jobs, conduct themselves in interviews, and how to carry out related activities.

4. To provide students with on-the-job training through cooperative experience.

5. To provide courses for adults who need occupational retraining or who desire additional training to qualify for more advanced positions.

6. To develop and improve in students desirable character traits and ideals of conduct which will aid them in becoming competent and successful office workers.

7. To increase student awareness of the problems confronting an office worker, and to give the student suggested solutions to these problems.

8. To provide the students with information on employment standards and job opportunities.

9. To help increase students' knowledge of business methods and techniques.

The Technical staff will seek to accomplish the following objectives for 1976-78:

1. To develop in students the skills which will enable them in their chosen occupations to operate and maintain equipment in accordance with the manufacturer's published instructions.

2. To develop in students the technical knowledge, business skills, understanding of people, ethical attitudes, and sound working habits necessary for successful performance in their field of interest, as required by their program objectives.

3. To instill in students the elements of work safety and tool and equipment care required for a successful work experience, according to the proficiency level stated in their program objectives.

4. To provide some of the students in the technical department with opportunities for on-the-job experience relating to their career, the program to be evaluated by their adivsor and their employer.

The Trade-Related Instruction staff will seek to meet the following objectives during 1976-78:

1. To train and upgrade the employees of the area industries in order that they may meet industry's changing needs.

2. To develop and update, through faculty-staff-advisory group participation, the curricula and the content of the courses.

3. To increase the awareness of the community, of the secondary-school students, of the secondary-school vocational faculties, and of the area industries of the trade-related instruction available at Lake Michigan College.

4. To develop and implement, in consultation with faculty, staff, and advisory groups, performance objectives for all courses according to accepted performance criteria.

5. To schedule students and process documents which facilitate the attainment of industrial trade status for the students.

6. To schedule, staff, and recruit for trade-related instruction courses.

The means for evaluating achievement of all of the area and division-wide objectives in the Occupational Studies Division is summed up in a statement taken from the division objectives as follows:

> The above objectives concern the school year 1976-78. Unless otherwise stated, the level of achievement of the above objectives will be determined by a biannual survey of the programs, the participating employers, and of the graduates.

While three Lake Michigan College divisions were working on their objectives, they were not able to complete development of measurable performance objectives by the end of May, 1976. The following guidelines for developing objectives for these divisions have been suggested by CSSE.

Guidelines for the Continuing Education Division Objectives, 1976-78

The general objectives suggested by CSSE for the main areas of the Continuing Education Division are as follows:

1. To identify the educational needs and interests of the community and to develop courses that meet these needs and interests whenever a predetermined number of people desire a particular class.

2. To assess the effectiveness of curricular offerings in meeting community needs through annual surveys of community opinion.

3. To conduct a predetermined number of conferences, institutes, workshops, or seminars annually for local educators and for civic, government, business, industrial, and labor personnel.

4. To conduct annually a predetermined number of cultural and fine arts programs for community enrichment.

5. To apportion and administer the continuing education and community services budgets within the approved limits. (This will be monitored by periodic statements and by the Board of Trustees.)

6. To encourage, evaluate, and supervise the professional growth of members of the continuing education and community services staff. The attainment of this objective will be measured by annual self-evaluation and student-evaluation surveys and by annual staff participation in a predetermined minimum of specified professional-growth activities.

7. To summarize, evaluate, and report on all the activities of the office of continuing education and community services. This evaluation will be made through annual student-opinion surveys completed by students enrolled in the programs and by providing a predetermined minimum of annual reports on activities.

8. To initiate application for state and federal funds to be used in community services programs with the goal being stated in terms of predetermined dollar amounts or in terms of a predetermined percentage of the community services budget from these sources annually.

9. To complete and submit required college, state, and federal reports within specified time limits and with a predetermined level of satisfaction of those for whom the reports are prepared.

10. To coordinate, with the Vice President for instruction, the activities of the office of continuing education and community sevices

with other instructional programs of Lake Michigan College with a predetermined minimum level of satisfaction among the personnel involved.

11. To assign all rooms for special purposes other than Lake Michigan College instructional use with less than a predetermined number of complaints and conflicts in room use.

12. To direct and coordinate the programs and activities of the Institute for Business and Industry and of the Speaker's Bureau with a predetermined minimum level of satisfaction of the personnel involved.

13. To organize and develop annually a predetermined number of appropriate community advisory committees for program planning and support.

14. To develop and maintain communication with the community, college administrators, faculty, students, and area community school administrators at a predetermined level of satisfaction as revealed by annual opinion surveys of these several groups.

15. To recommend individuals for employment as full-time and/or part-time instructors in the continuing education and community services programs by filling a predetermined percentage of the vacancies that occur within a specified time period.

16. To coordinate the activities of the personnel involved in continuing education and community services programs with a predetermined minimum level of satisfaction among these personnel.

17. To provide leadership to the continuing education and community services programs with a predetermined level of satisfaction as revealed by annual surveys of specified appropriate people.

18. To administer the continuing education and community services programs with a predetermined level of satisfaction of specified appropriate personnel.

The objectives suggested for the Extension and Continuing Education area were:

1. To provide leadership to the extension and continuing education programs with a predetermined level of satisfaction of specified appropriate personnel.

2. To administer the extension and continuing education programs with a predetermined level of efficiency and effectiveness as determined by specified appropriate personnel.

3. To coordinate the activities of the personnel involved in the extension and continuing education programs with a predetermined level of satisfaction of specified appropriate personnel.

4. To assess the effectiveness of curricular offerings in meeting community needs, as revealed in annual surveys of the Lake Michigan College constitutency.

5. To supervise the evening programs and off-campus extension centers with a predetermined level of efficiency and effectiveness as determined by surveys of specified appropriate personnel.

6. To provide courses carrying college credit through radio and extension centers and to expand community services short-course programs to meet a predetermined percentage of community needs as revealed by annual surveys of the constituency.

7. To conduct a predetermined minimum number of promotional activities annually, with a goal of increasing enrollment in adult-and continuing-education programs within the college district by a predetermined percentage annually.

8. To coordinate the adult and continuing-education programs within the college district with a predetermined minimum level of satisfaction

of specified appropriate personnel.

The objectives suggested for the Special Programs and Community Services area were:

1. To administer and provide leadership to the Institute for Professional and Paraprofessional Study (I.P.P.S.) and to other community-services programs with a predetermined level of satisfaction of specified appropriate personnel.

2. To coordinate the activities of the personnel involved in programs of the Institute for Professional and Paraprofessional Study and other community-services programs with a predetermined level of efficiency as determined by specified appropriate personnel.

3. To assess the effectiveness of curricular offerings in meeting community needs, as determined by annual surveys of the constituency.

4. To develop and maintain administrative liaison and communication with the community services division and other appropriate Lake Michigan College personnel with a minimum predetermined level of effectiveness, as determined by specified appropriate personnel.

5. To develop and maintain effective administrative liaison and communication between the I.P.P.S. project and consortium institutions with a predetermined minimum level of satisfaction of specified appropriate personnel.

6. To develop by a predetermined date general policy statements, to include philosophy, operational procedures, objectives, purpose, participant eligibility, curriculum development, and program evaluation for the I.P.P.S. project.

7. To arrange for, plan, and conduct annually a predetermined number of intercollegiate consortium meetings to review progress and receive recommendations.

8. To complete by a predetermined date curriculum proposals, plans, and procedures for the "Career Lattice" programs that lead to the associate of arts degrees in community services, human resources development, and for assistant professionals in community and human services.

9. To implement by a predetermined date the academic objectives of I.P.P.S. as detailed in the proposal for funding submitted to the Department of Higher Education, Michigan Department of Education, Title I programs.

10. To prepare and submit, by a predetermined date, project proposals for a specified dollar amount of financial aid or a specified percentage of estimated financial needs to Title I HEA, and other appropriate federal and state agencies.

11. To plan for and conduct annually a predetermined number of community-services courses, seminars, workshops, and conferences to meet the needs of professional paraprofessionals within the Lake Michigan College district.

12. To prepare and administer within approved budgetary limits the annual budget for cost-center #517. (Evaluation will be made by statements prepared at predetermined periodic intervals by the Vice President for Business Affairs or other appropriate personnel.

13. To cooperate with the student-services division to expand vocational exposure and to increase career guidance programs to a predetermined minimum number of programs annually for area residents.

14. To attend a predetermined minimum percentage of Lake Michigan College community-services meetings and activities annually.

15. To provide through the public relations office a predetermined minimum annual amount of publicity and public-relations activities for the I.P.P.S. project and for community services.

16. To increase faculty and staff awareness of and to encourage total institutional involvement and participation in a comprehensive community-service program with an aim of a predetermined level of awareness of faculty and staff as revealed by annual surveys and of a minimum increase in faculty and staff participation of a predetermined percentage annually.

17. To supervise secretarial and clerical employees in the I.P.P.S. and community-services programs with a predetermined level of satisfaction of employees and of appropriate Lake Michigan College administrators, as revealed by annual surveys.

The objectives suggested for the Women's Center staff were:

1. To administer and provide leadership to the Women's Center with a predetermined level of satisfaction of specified appropriate personnel.

2. To coordinate the activities of Women's Center personnel with a predetermined level of efficiency as determined by specified appropriate personnel.

3. To assess annually the effectiveness of the Women's Center with a predetermined level of effectiveness as determined by specified appropriate personnel and to make necessary recommendations for improvement.

4. To plan, supervise, and direct the program of the Women's Center, including selection, orientation, and training of facilitators and other appropriate personnel as may be required and approved with a predetermined minimum level of satisfaction as determined by specified appropriate personnel.

5. To develop and maintain annually a predetermined minimum number of community contacts, resource advisors, and resource personnel as may be needed and appropriate for the Women's Center.

6. To cooperate and coordinate with the college instructional areas and with the student-services office to identify and analyze educational and service needs and potentials for Women's Center programs and courses with a predetermined level of satisfaction as determined by a predetermined percentage of the personnel involved.

7. To prepare and administer within approved budgetary limits the annual budget for the Women's Center. (This will be evaluated by periodic statements at predetermined intervals and by the Vice President for Business Affairs (or other appropriate personnel).

8. To expand the services of the Women's Center by an annual increase of a predetermined percentage of participation from specified ethnic groups in Center activities, courses, and programs.

Guidelines for the Business Affairs Division Objectives, 1976-78

The general objectives for the main areas of the Business Affairs Division as suggested by CSSE were as follows:

1. To assess annually the effectiveness of the total business operation of Lake Michigan College with an aim of satisfying a predetermined minimum percentage of specified appropriate personnel surveyed regarding its effectiveness.

2. To perform financial services for students as efficiently as possible, but with high regard for the delicate personal relationships involved, with a predetermined minimum level of satisfaction as determined from annual surveys among students.

3. To provide for efficient school operation with an annual per-student cost that compares favorably with cost statistics from other community colleges similar to Lake Michigan College.

4. To maintain the buildings and grounds of Lake Michigan College at a level of satisfaction as revealed by a reduction in complaints and by annual student and faculty-staff surveys.

5. To maintain campus security at a predetermined level of acceptance determined by a reduction of complaints and by annual student and faculty/staff surveys.

6. To measure annually members of the classified staff through self-evaluation and other business affairs office-evaluative techniques.

7. To prepare and administer within prescribed budgetary limits the annual budget for Lake Michigan College operations. (This will be evaluated by periodic statements at predetermined intervals and by the Board of Trustees.)

8. To develop and administer the approved budget for the business affairs office within its specified limitations. (This will be evaluated by periodic statements and by the Board of Trustees.)

9. To recruit, select, orient, assign, and supervise members of the classified staff including maintenance, custodial, security, grounds, mail, business affairs, construction, and off-campus work-study programs with a predetermined minimum efficiency level as revealed by an annual survey of specified appropriate personnel.

10. To do initial screening with a predetermined minimum level of satisfaction as determined by specified appropriate related personnel of secretarial and paraprofessional applicants for positions in college areas other than the business office.

11. To maintain adequate personnel records for all classified staff employees. (This will be evaluated by a comparison of Lake Michigan College personnel records with those of similar community colleges and by biannual spot checks of personnel records.)

12. To initiate application for state and federal funds for use in business operation with a predetermined dollar goal (or a predetermined percentage of Business Affairs office operation expenses) to be supplied from these sources.

13. To complete required college, state, and federal reports, and to present them within specified time limits. (This will be evaluated by the Lake Michigan College president and/or the Board of Trustees.)

The objectives that were suggested for the Chief Accountant and Office Manager and staff were:

1. To assess the effectiveness of business office personnel in the areas of accounts receivable, accounts payable, and payroll as determined by a reduction of complaints in these areas to a predetermined minimum and by a predetermined level of satisfaction on annual student and faculty/staff surveys.

2. To prepare necessary statements and reports promptly to a predetermined level of satisfaction of those for whom they are prepared.

3. To complete development and implementation of an internal audit program by a specified date. Effectiveness of the program will be determined by comparison with similar programs in other community colleges.

4. To improve current procedures or to implement new procedures within policies and guidelines of the institution through improved communication with personnel in other departments. Satisfaction with procedures will be determined by a predetermined level of approval as revealed by annual student and faculty/staff surveys.

The suggested objectives for the Buildings and Grounds staff were:

1. To execute the maintenance, custodial, and grounds work of the campus at a predetermined level of satisfaction as determined by a reduction in complaints to a specified minimum and/or by annual student, administrator, and faculty/staff surveys.

2. To maintain campus security at a predetermined level of acceptance as determined by a reduction in complaints to a specified minimum and by annual student and faculty/staff surveys.

3. To evaluate annually members of the maintenance, custodial, grounds, and plant engineering staffs through self-evaluation and business affairs office-evaluative techniques.

4. To assess at specified intervals the effectiveness of maintenance, custodial, grounds, and plant services by use of evaluation forms prepared by stated officers and by inspection of the Lake Michigan College plant and grounds at specified intervals.

5. To maintain and preserve employment records for all personnel employed in the maintenance, custodial, grounds, security, and plant services with predetermined minimum satisfaction level as determined by the Vice President for Business Affairs and by annual surveys of employees in the various departments.

6. To schedule all maintenance, custodial, and grounds work for the college so that this work is accomplished effectively, as evaluated in number four above and with a minimum disruption of the overall school program.

7. To prepare and administer within specified budgetary limits the annual budget for grounds, maintenance, plant services and other specified departments for efficient college operation approval and evaluation of the Vice President for Business Affairs.

8. To provide general maintenance and other services for administration and faculty with a predetermined minimum level of satisfaction as determined by annual surveys of administrative and faculty personnel.

9. To receive, record, store, inventory, and issue supplies used by custodial, maintenance, and grounds personnal, and office supplies used for general instructional purposes, with a predetermined level of satisfaction as revealed by annual surveys of all personnel who use these supplies.

10. To provide for care and security of buildings at all times with a predetermined annual maximum dollar-value loss and/or breakage.

Guidelines for the Student-Affairs Division, 1976-78

Guidelines for objectives for the Student-Affairs Division, and for areas within that division, have been suggested by CSSE. Those suggested for Student-Affairs Administrative Staff objectives are:

1. To provide leadership within the student-services area at a predetermined minimum level of satisfaction as evaluated by annual surveys of administrators, student-services staff, Lake Michigan College teachers, and students.

2. To administer and coordinate the total student-services program including admissions, registration, counseling, financial aid, placement, student activities, work-study program, and health services to a minimum level of satisfaction as predetermined by the Student-Affairs administrative staff and as assessed by annual surveys of the personnel involved.

3. To assess the effectiveness of the various student services through annual student surveys with a goal of improving the level of student satisfaction with these services annually by a predetermined percentage amount.

4. To recommend, orient, assign, encourage professional growth in, and evaluate members of the Student-Services staff. This objective will be measured by annual evaluative forms completed by administration, student, and Student-Services staff, and by staff participation in a predetermined annual minimum of specified professional growth activities.

5. To cooperate with the Executive Vice President and the Vice President for Instruction in the areas of academic advising; probation and dismissal; follow-up conferences and studies; high school, college, and university contacts; relations with faculty and administration; and recruitment of new students to a predetermined minimum level of satisfaction revealed by annual surveys among the personnel involved.

6. To initiate application for state and federal funds to be used in student-personnel programs with a predetermined dollar goal (or a predetermined percentage of the student-services budget) from these sources annually.

7. To complete and submit required college, state, and federal reports within specified time limits at a predetermined minumum level of

satisfaction as shown by annual surveys of those for whom reports are prepared.

8. To maintain articulation with high schools, employers in the community, and colleges to which students transfer to a predetermined minimum level of satisfaction of all personnel involved as revealed by annual surveys of appropriate personnel in these institutions and organizations.

9. To supervise the guidance program of the college at a predetermined level of satisfaction, as shown by annual surveys of students and faculty who use these services, and by statistics of guidance personnel showing a predetermined minimum percentage of students using these facilities each semester.

Suggested guidelines for objectives for the Registrar/Director of Admissions and staff are:

1. To provide leadership in the registrar/admissions area at a predetermined minimum level of satisfaction as evaluated by annual surveys of Lake Michigan College administrators, faculty, and students.

2. To administer the registration/admissions process and coordinate the activites of personnel involved to a minimum level of satisfaction as predetermined by the Dean of Students in conjunction with the Registrar/Director of Admissions and his staff and as assessed by annual surveys of the registration/admissions staff, the students, and the teachers of Lake Michigan College.

3. To assess the effectiveness of registration/admissions procedures through annual student and faculty surveys with a goal of improving the level of satisfaction with these procedures by a predetermined annual percentage.

4. To arrange for a predetermined annual minimum of high school visits to Lake Michigan College by students, parents, and counselors; and of Lake Michigan College admissions personnel, administrators, and teachers to area high schools.

5. To process all applications for admission within a predetermined time limit to a predetermined level of satisfaction as revealed through surveys of applicants and incoming students.

6. To answer all inquiries regarding Lake Michigan College within a predetermined time limit at an annually predetermined level of satisfaction as revealed by annual surveys of students and applicants.

7. To evaluate transcripts from other institutions of higher learning within a predetermined time limit to an annually predetermined level of satisfaction as revealed by annual surveys of students and applicants.

8. To assist in editing and publishing the college catalog and to be responsible for its distribution by a predetermined date each year.

9. To assist in interpreting the college to the community and to community high schools by conducting a predetermined number of specified activities annually. The effectiveness of these activities will be evaluated by annual surveys of appropriate people in the community, appropriate high school personnel, high school seniors, and incoming Lake Michigan College students.

10. To assist in coordinating transfer requirements and transfer admissions policies with senior colleges by participating in a predetermined number of specified activities for this purpose annually. The effectiveness of these activities will be assessed by a predetermined

minimum annual reduction of transfer problems.

11. To coordinate the advising of new students through a predetermined number of specified activities annually at a predetermined level of satisfaction, as revealed by biannual surveys of new students.

12. To develop and implement a preregistration program with the goal of preregistering a predetermined minimum of students for each semester.

13. To maintain student records and transcripts at a predetermined minimum level of accuracy, as determined by biannual spot checks of these records.

14. To issue transcripts upon request within a predetermined time limit.

15. To receive and evaluate requests for graduation filed by students, and from these to prepare and publish by a specified date each year a list of students eligible to graduate.

16. To prepare statisitical reports as requested by the Dean of Students, as well as other required college, state, and federal reports to a predetermined minimum level of satisfaction, as evaluated annually by appropriate specified personnel.

17. To process the claims of veterans, persons needing vocational rehabilitation, or other irregular requests of students for admission to Lake Michigan College to a predetermined level of saisfaction, as evaluated annually by surveys of these people.

18. To advise staff members on procedures relating to registration, grades, records, and reports for which they are responsible, within a specified time limit before such materials are due and at a predetermined level of satisfaction as revealed by annual surveys of staff members.

19. To issue all communications to students concerning registration schedules, admissions, and grade reports within specified time limits, and at a predetermined level of satisfaction as revealed by biannual surveys of students.

Suggested guidelines for objectives for the Director of Student Activities and staff are:

1. To provide leadership in the student-activities area at a predetermined minimum level of satisfaction as assessed by annual surveys of Lake Michigan College administrators, faculty, and students.

2. To administer the student-activities area and coordinate the activities of personnel involved to a minimum level of satisfaction, as predetermined by the Dean of Students in conjunction with the Director of Student Activities and his staff, and as evaluated by annual surveys of the Student-Activities staff, the students, and the teachers of Lake Michigan College.

3. To assess the effectiveness of the student-activities program through annual student surveys with a goal of improving the level of satisfaction with these programs by a predetermined annual percentage.

4. To serve as advisor to the Student Senate (so that members of the student government are aware of and observe college policies as set by the Board of Trustees) at an annually predetermined level of satisfaction as revealed by annual surveys of both Lake Michigan College administrators and students.

5. To provide opportunities for students to participate, through service on a student-faculty committee and on the Student Senate, in the government of Lake Michigan College at a predetermined minimum level of satisfaction, as revealed by annual surveys of both student and

administrators.

6. To develop, coordinate, and supervise a meaningful program of student activities throughout the year including opportunities for students to participate in sports and other body-building activities, and in crafts, hobbies, and other leisure-time activities to a predetermined level of satisfaction, as revealed by biannual surveys of students.

7. To facilitate the development of a predetermined number of new student organizations on campus annually until a specified number of organizations are functioning to meet the co-curricular needs of a predetermined percentage of students as revealed by annual surveys.

8. To assist, as necessary, recognized student organizations in planning and promoting their activities to a predetermined minimum level of student satisfaction as revealed by annual surveys.

9. To establish and coordinate a master calendar of college events and activities by a specified time and with a predetermined maximum number of conflicts at a predetermined minimum level of satisfaction, as revealed by annual student surveys.

10. To organize and develop an appropriate student-activities advisory committee to plan for and to support all-college activities to a predetermined level of satisfaction, as revealed by annual student surveys.

11. To assist student organizations in acquiring the services of a faculty advisor. The success of this goal will be measured by a predetermined level of satisfaction as revealed by annual surveys of student leaders of these groups.

12. To develop, with the assistance of the Student Senate, a system whereby student organizations might request funds and report

expenditures, and to review and give final approval for appropriations for student organizations with the goal of a predetermined level of satisfaction of both the student organizations and the Lake Michigan College business office, as revealed by biannual surveys of student-organization leaders and business office personnel.

13. To develop and administer the budget for the office of Student Activities and to maintain it within approved budgetary limits. Periodic statements will be evaluated by the Office of Business Affairs and by the Board of Trustees.

14. To establish and maintain procedures relative to the Veteran's Administration, to coordinate the college's overall efforts of veterans' assistance with the business and admissions offices, and to serve as the college's liaison with the Veteran's Administration and local veteran's organizations at a predetermined level of satisfaction, as determined by annual surveys of appropriate presonnel.

15. To advise veteran students and potential veteran students on educational benefits to a predetermined level of satisfaction, as determined by annual surveys of these groups.

Suggested guidelines for objectives for the Director of Financial Aids and Placement and staff are:

1. To provide leadership to the Financial Aids and Placement programs to a predetermined level of satisfaction as assessed by annual surveys of Lake Michigan College administrators, faculty, and students.

2. To administer the Financial Aids and Placement programs and coordinate the activities of involved personnel to a minimum level of satisfaction, as predetermined by the Dean of Students in conjunction with the Director of Financial Aids and Placement and his staff, and as

evaluated by annual surveys of the Financial Aids and Placement staff and Lake Michigan College students.

3. To assess the effectiveness of the Financial Aids and Placement programs through annual student surveys with the goal of improving the level of satisfaction of these programs by a pretermined annual percentage.

4. To prepare applications and necessary reports for all federally sponsored financial-assistance programs within specified time limits to a predetermined level of satisfaction, as revealed by surveys of those for whom applications and reports are prepared.

5. To coordinate the College Work-Study program within federal guidelines; to review applications, ascertain student eligibility, interview, and direct eligible students to job openings in various college departments at a predetermined level of satisfaction, as determined by annual surveys of students and their supervisors involved in the program.

6. To screen student-employment applications and to assist non-work-study students in finding suitable college employment to a predetermined satisfaction level, as determined by annual surveys of student employees and their supervisors.

7. To analyze within specified time limits all applications for financial assistance, to determine financial need within approved guidelines, and to prepare financial aid packages for all eligible applicants within the limits of the college's financial capabilities to a predetermined level of satisfaction, as revealed by annual surveys of students who apply for assistance.

8. To issue all awards made to financial aid recipients and to

evaluate and report on their educational progress, as necessary, within specified time limits. This objective will be evaluated by annual surveys of students who receive financial aid and by those to whom reports are issued.

9. To administer all college and privately sponsored scholarship programs within approved guidelines, to update continually scholarship files, and to attempt to enlarge privately sponsored scholarship opportunities by perdetermined annual dollar amount. This objective will be evaluated by the appropriate college administrators.

10. To develop and update continually a complete master list of all financial aid for both the business- and financial-aids offices at a predetermined level of accuracy, as assessed by biannual (or more frequent) spot checks of this list.

11. To develop and maintain a complete card file on each financial-aid recipient with pertinent data required to complete various federal applications, to maintain an accurate master list, and to establish internal-management controls to effectively administer all financial-aid programs, with a predetermined level of accuracy and efficiency, as evaluated by biannual (or more frequest) spot checks of these files.

12. To comply with all state requirements for the Michigan Higher Education Assistance Authority Scholarship Program, to issue all checks to eligible students, and to complete within specified time limits all necessary state forms regarding scholarship recipients to a predetermined level of satisfaction, as revealed by annual surveys of both student recipients and appropriate college and state personnel.

13. To administer the loyalty oath, witness the signing of promissory notes by, and conduct exit interviews for, National Direct

Student Loan recipients, as required by federal regulations, within specified time limits. (This will be evaluated by appropriate college and federal personnel.)

14. To maintain accurate records for all financial-aid programs and for all financial-aid recipients within a predetermined accuracy level, and as determined by biannual (or more frequent) spot checks of these records, and by internal audits at specified times.

15. To chair the Model-Cities Scholarship Committee, coordinate and implement the committee's decisions regarding this scholarship program, maintain records on scholarship awards, and prepare the necessary reports for both the committee and the college to a predetermined level of satisfaction, as revealed by annual surveys of appropriate committee and college personnel.

16. To assist students in obtaining either part-time or full-time employment, with a goal of securing employment for a predetermined percentage of students who request it, to a predetermined level of satisfaction, as revealed by biannual surveys of employed students and their employers.

17. To maintain in the Office of Student Services, a current file of job openings, and to publish bi-weekly, in the Lake Michigan Journal, a current list of employment opportunities with a goal of a predetermined number of current openings in the file and a predetermined number of employment opportunities published bi-weekly.

18. To solicit employment opportunities from local businesses and industries for Lake Michigan College students with the goal of providing a predetermined annual minimum number of job opportunities at a predetermined level of satisfaction, as revealed through annual surveys of both employers and student employees.

19. To emphasize interviews with prospective employers as a means of placing students and to coordinate campus visitations by business and industry representatives seeking such interviews with a goal of a predetermined minimum number of interviews each semester, to a predetermined level of satisfaction, (as revealed by annual surveys of students and graduates who seek employment and of businesses and industries who seek employees among college students or graduates.)

20. To develop a placement service for all graduates of Lake Michigan College. This service should include such data as personal vita, a description of employment skills, and at least three recommendations from faculty members, advisors, or counselors that can be shared with potential employers. This goal will be measured by the placement of a predetermined annual percentage of graduates at a predetermined minimum level of satisfaction, as revealed by annual surveys of both graduates and employers.

Summary

Chapter 6 has described the process by which statements of philosophy, institutional goals, and division objectives were formulated for Lake Michigan College.

Task Force I on Institutional Objectives formulated the statements of philosophy and the institutional goals. They developed their own statement of philosophy from the statement of philosophy that had been synthesized by the Center for Studies and Services in Education using the seven goal study surveys as a guideline. In formulating institutional goals, the task force relied heavily upon the goal systhesis prepared from the goal study surveys by CSSE. They reduced the six statements to

five, rearranged the order of statements, and reworded some of them slightly. Thus, the statement of goals reflects to a high degree the desires of a significant cross section of Lake Michigan College constituents. Task Force I submitted the statements of philosophy and goals to the Lake Michigan College Instructional Advisory Council on March 17, 1976.

Responsibility for developing division objectives was delegated to CSSE in conjunction with each division. Representatives from CSSE worked directly with division chairmen and other personnel as division objectives were formulated. CSSE provided the following to assist each Lake Michigan College division in formulating objectives:

1. Instruction on the procedures and components for developing objectives in terms of measurable performance.

2. Conceptual models and sheets listing the essential components and providing space for listing the various components for each specific objective.

3. A synthesis of goals relevant to the division as derived from the goal study surveys.

4. A list of tentative objectives stated in measurable performance terms for the division as a whole and for the important areas with the division.

These tentative objectives were formulated from relevant information from the goal study surveys, from existing statements of objectives, and from appropriate job descriptions in the 1974 revision of the Lake Michigan College Board of Trustees Policy Manual.

With this assistance and these materials, the Learning Resources Center division staff developed objectives stated in measurable terms for the division as a whole and for the three main areas within the division. The Occupational Studies Division developed overall objectives and objectives for each area; however, many of these were not stated in terms of "readily measurable performance." The Arts and Sciences Division formulated its overall objectives, and the mathematics and science area formulated specific objectives, most of which were stated in terms of measurable performance. The humanities and social science areas of this division were working on their specific objectives, but did not have sufficient time to complete them by the end of May, 1976. The objectives as completed by each division and area are present in this chapter.

The Continuing Education, Business Affairs, and Student Affairs Divisions were also working on their overall and area objectives, but were unable to complete them as of May, 1976. This chapter contains the lists of tentative objectives as suggested by CSSE for each area and division whose objectives were not completed by that time.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Since Lake Michigan College was established to serve the community, it was felt that community opinion should be considered in revising the philosophy, goals, and objectives of the college. Seven groups of constituents in the area served by Lake Michigan College, whose opinions were regarded as especially desirable, were surveyed. From these groups a total of 2,579 usable responses was received. About 67% of these came from a door-to-door survey of the general population in the Lake Michigan College constituent area. Lake Michigan College students supplied about 23% of the responses, and administrators, teachers, and non-teaching employees provided another 3% of the usable responses. The remainder of the responses came from mail surveys of local business, industrial, and labor leaders (about 4%), and from local government and civic leaders and area educators (about 1% from each group).

The survey instruments developed by the Center for Studies and Services in Education in cooperation with the Lake Michigan College Goal Task Force consisted of a core area of twelve questions to be answered on a forced choice basis. Respondents were to rank three options for each question from "most" to "least important." The General Population Survey instrument included one open-ended question on which respondents were requested to list other goals they felt Lake Michigan College should be stressing. All surveys except the General Population Survey

included from seven to eleven additional questions, appropriate to the group being surveyed, with three goal options to be ranked from "most" to "least important." These surveys included from four to eight open-ended questions upon which respondents were invited to comment. Respondents in the four groups that might be regarded as potential employers of Lake Michigan College graduates were asked to rank from "most" to "least needed" by their respective organization a number of occupations for which Lake Michigan College trains students.

The information from these surveys was used to formulate a tentative statement of philosophy, institution-wide goals, and division objectives for the college. These were presented to the Lake Michigan College Goal Study Task Force and to the Lake Michigan College divisions for their consideration and comments as the institutional philosophy, goals, and division objectives were being discussed.

Conclusions

Responses from the Lake Michigan College constituents that were surveyed give evidence of the public's interest in their college and its programs. The attitude of cooperation revealed in these responses shows the high regard in which the college is held and the desires of many of the influential people in the community to contribute to its continued development.

The major conclusions from the findings of the seven surveys are listed below:

1. There was strong agreement among respondents on the favored options for ten of the twelve goal-option questions in the core area of the surveys. Agreement was highest for the following:

a. Basic areas of knowledge--reading, computing, communication skills--should receive greatest emphasis at Lake Michigan College.

b. Students should be helped to develop a sense of personal responsibility.

c. Emphasis for student personal development should be on stimulating continuing interest in obtaining knowledge.

2. There was strong agreement among respondents on the favored options for five of the eight goal option questions that were similar on three or more of the separate group surveys. These responses indicate:

a. That the favored means for placement of Lake Michigan College graduates is through arranged job interviews with prospective employers.

b. That on-the-job, co-op programs are regarded as the most effective means for providing effective vocational training at Lake Michigan College.

c. That providing courses for community adults who need professional or occupational retraining is considered the most important goal of continuing education at Lake Michigan College.

d. That ability to work without constant supervision is regarded as the most important work skill for Lake Michigan College graduates.

e. That honesty and dependability are valued as the most important personal characteristics for Lake Michigan College graduates who seek employment.

3. Potential employers in the Lake Michigan College constituent area reveal that the most needed occupations are secretaries, clerks, machinists, accountants, sales persons, and stenographers.

4. The major findings revealed in the open-ended responses can be broken down as follows:

a. There is need for improved communication, cooperation, and public relations between Lake Michigan College and local government, civic, business, industrial, and labor leaders, and area educators.

b. There is willingness on the part of at least half of the prospective employers in the area to participate in cooperative, on-the-job training programs for Lake Michigan College students.

c. A strong interest on the part of local educators, government, civic, business, industrial, and labor leaders to participate in some capacity in the advisement of Lake Michigan College is evident.

d. A significant number of local educators, government, civic, business, industrial, and labor leaders (about 36%) feel a need for increased emphasis on agricultural education at Lake Michigan College.

5. It is possible to construct a viable statement of philosophy, institutional goals, and division objectives from the opinions of representative groups in the constituent area of a community college.

The findings of the survey were synthized by the Center for Studies and Services in Education into tentative statements of philosophy, institutional goals, and division objectives in chapter 5. They served as the basis for the goal statements developed by Task Force I on institutional Objectives and as a partial basis for the division objectives that were formulated and presented in chapter 6.

Recommendations for Further Study

Based on the results of this study, the recommendations which follow seem appropriate.

1. It is recommended that periodic, follow-up studies be conducted to determine (a) any changes in the perceptions of Lake Michigan College publics with regards to those items that this study revealed need improvement and (b) any changes in community opinion that might be relevant for changes in institutional philosophy, goals, and division objectives.

2. It is recommended that the college divisions, which have not yet completed in-depth study of their division and area objectives, base their objectives on the appropriate suggestions presented in this report.

3. It is recommended that measurable standards and acceptable levels of performance be determined for all institutional goals and division objectives.

4. It is recommended that the divisional objectives be used as a basis for the development of program and course objectives.

APPENDIXES

Appendix A

A SYNTHESIS OF GOAL-RELATED PROVISIONS AS FOUND IN

LAWS, STATUTES, AND CONSTITUTIONAL PROVISIONS AFFECTING COMMUNITY COLLEGES IN MICHIGAN, SECOND EDITION, 1973

Introductory Statement. The booklet Laws, Statutes, and Constitutional Provisions Affecting COMMUNITY COLLEGES in Michigan (Second Edition 1973) was prepared by the Michigan Department of Education under the leadership of Dr. John W. Porter, State Superintendent of Public Instruction. It is mainly concerned with the mechanics of establishing and operating community colleges, rather than with the goals and purposes for which they are operated. The only goal-related provisions relevant to the Lake Michigan College goals study are very general in nature and are found in three places in the booklet, the "Forward" on page i, on page 27 "389.105 - Community College Programs; Definition," and on pages 29 and 30 "389.121 - Board; General Powers."

1. Goal-related Provisions of the "Forward." The opening statement of Laws, Statues, and Constitutional Provisions Affecting COMMUNITY COLLEGES in Michigan, Second Edition, concerns the overall purpose for establishing community colleges, as stated by Dr. John W. Porter, Superintendent of Public Instruction for the State of Michigan.

Porter says, "Michigan's system of community college institutions was established to provide the adults of the state with quality post-secondary educational services within commuting distance. . . . "

From this brief statement, the following goals emerge:

1. Community colleges have been established to provide education for adults.

2. This education is to be postsecondary in nature.

3. It is to be "quality" education.

4. Community college should be within commuting distance of the adults they serve.

II. Goal-related Provisions of Section "389.105 - Community College Programs; Definitions." This section defines a community college as

> ". . an educational institution providing primarily for all persons above the 12th grade age level and primarily for those within commuting distance, collegiate and noncollegiate level education including area vocational-technical education programs which may result in granting diplomas and certificates including those known as associate degrees but not including bacculaureate or higher degrees." (p.27)

The vocation-education program is further defined as

> ". . a program of organized systematic instruction designed to prepare the following individuals for useful employment in recognized occupations:
>
> (a) Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
>
> (b) Persons who have already entered the labor market and who need training to achieve stability or advancement in employment.
>
> (c) Persons enrolled in high school." (p. 27)

When this training is provided for high school students as indicated in section (c), it is on an individual basis by request of the school district superintendent or his designated representative in which the high school student is enrolled (p.27).

From this section, goals in addition to those found in the "Forward" might be summarized for the Lake Michigan College goals study as follows:

5. Community colleges should provide collegiate-level education leading to a diploma.

6. This education may not lead to a baccalaureate or higher degree.

7. Community colleges should provide noncollegiate-level education that leads to a certificate.

8. The noncollegiate education should include vocational-technical education for the following purposes:

   a. To prepare high school graduates to enter the labor market

   b. To provide education for adults who are already working so that they may achieve stability or advancement in their work

   c. To provide vocational training for students enrolled in high school on an individual basis as requested from the district school superintendent or his designated representative

By implication, "b" and "c" above involve the colleges in community service as a part of their purpose for existence.

III. Goal-related Provisions of Section "389.121 - Board, General Powers." Section 389.121 grants to the board of trustees of a community college district the "power to make plans for, to promote, or acquire, construct, own, develop, maintain, and operate a community college and an area vocational-technical education program. . . ." (p. 29) Furthermore, the board of trustees may "establish and carry on schools and departments or courses of study and other educational programs as may be consistent with the purpose of this act. . . . "(p. 29), and may "establish, equip and maintain agricultural, trade and other vocational-technical departments and to have general control thereover for community college or area vocational-technical program purposes." (pp. 29, 30)

Implications of this section for the Lake Michigan College goals study are very broad indeed. As a minimum, the following additional goals may be derived from this statement of general powers granted to the board of trustees:

9. Community college should plan for, acquire, and/or develop new educational facilities as they are needed.

10. Community colleges should develop new curricula and programs as the need for these arises in the communities they serve.

11. The colleges should maintain their present facilities and programs in order that they may continue to fulfill their functions.

12. They should do whatever promotion is essential for this maintenance and development.

Since these goals are so broad in nature, there is ample room for each community college to develop its own specific goals within the framework of these four general provisions.

Summary. For purposes of the Lake Michigan College goals study, the goals of Michigan community colleges as found in the booklet Laws, Statutes, and Constitutional Provisions Affecting COMMUNITY COLLEGES in Michigan may be summarized as follows:

1. Community colleges should provide education for adults.

2. This education should be postsecondary in nature.

3. It should be "quality" education.

4. Community colleges should be within commuting distance of the students they serve.

5. Community colleges should provide collegiate-level education that leads to a diploma or associate degree.

6. This education may not lead to a baccalaureate or higher degree.

7. Community colleges should provide noncollegiate-level education that leads to a certificate.

8. The noncollegiate education should include vocational-technical education to (a) prepare high school graduates to enter the labor market, (b) provide education for adults who are already working in order to help them achieve stability or advancement in their work, and (c) provide vocational training for students enrolled in high school upon special request from the district school superintendent.

9. Community colleges should plan for, acquire, and/or develop new educational facilities as they are needed.

10. Community colleges should develop new programs and courses of study as the need for these arises.

11. They should maintain their present facilities and programs so that they continue to fulfill their functions.

12. Community colleges should do whatever promotion is essential for this maintenance and development.

Appendix B

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 23, 1975

INSTRUCTIONS FOR FIELD SURVEYORS IN THE LAKE MICHIGAN COLLEGE GOAL SURVEY

1.	TIME:	9:00 a.m. - 9:30 p.m., mornings, afternoons and/or evenings as you can arrange.
2.	REPORTING:	Weekly, Tuesday at 5:30 p.m. or as arranged. Please keep log of hours, miles, questionnaires, and refusals.
3.	PAY PERIODS:	Weekly, please hand in logs and questionnaires at that time.
4.	RATE:	$2.10 per hour, $.10 per mile of survey travel.
5.	DRESS:	Orderly and neat, as appropriate to population.
6.	DECORUM:	As an official representative of AU-CSSE and LMC.
7.	SAMPLING:	Stratified by government units, in rural areas by four-square mile block, in city by multiple of city blocks. Within blocks, an arbitrary (random) system. Example: Next corner, 3rd house; 8th house down, 1st house with light on, etc., but changing random.
8.	REFUSALS:	At refusal, continue to closest residence until you get your sample, then resume former procedure.
9.	AREA:	Stay in your assigned area and check off areas worked. Report under "remarks" daily.
10.	MALE/FEMALE RATIO	If possible, half and half. If you get more females during the day, ask for males to balance. Never refuse an interview because of sex.
11.	GOAL PER HOUR:	3-4 questionnaires per hour. Get in. Get the survey. Get out.
12.	GRAND TOTAL NEEDED:	1727 questionnaires by December 15, 1975.

R. Klimes, Director
Center for Studies and
Services in Education

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

Appendix C

INTERVIEWER INSTRUCTIONS FOR THE GOAL STUDY QUESTIONNAIRE

GENERAL: Always be sure to be cheerful and helpful.

1. When introducing yourself always identify both yourself and the reason for your being there.
2. The introduction of yourself and of your reason for being at the person's door should be sincere. It will be necessary for you to be very familiar with what you have to say. We would suggest that you memorize the following short introduction:

INTRODUCTION: Hello, I am here as part of a study being conducted for Lake Michigan College which is the community college for Berrien County. They are trying to get an assessment of their goals for education from the people of the area they serve. I have with me a questionnaire that I would like to fill out with you. (Ask permission to come in.) The questionnaire will take about 8-10 minutes to complete.

REMEMBER: We need their voluntary help. Any hesitancy should be met with an opportunity for them to refuse their help.
When you have finished this, find a comfortable place to sit where the person can see the questionnaire. Read the instructions for filling out the questionnaire to him (her). Be sure that you read the instructions as written.

Appendix D
AUTHORIZATION LETTER FOR INTERVIEWERS

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 5, 1975

To Whom it May Concern:

is an interviewer for the Center for Studies and Services in Education and is authorized by the Center for Studies and Services in Education to collect data in conjunction with a Lake Michigan College institutional goal study.

We will appreciate your kind cooperation and assistance.

If you have any questions, please feel free to call Dr. Rudolf E. Klimes, Director, Center for Studies and Services in Education or Everett Hutchinson at 471-3434. This letter is in effect during November and December, 1975.

Sincerely,

Rudolf E. Klimes
Director, Center for Studies
and Services in Education

cz

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

Appendix E

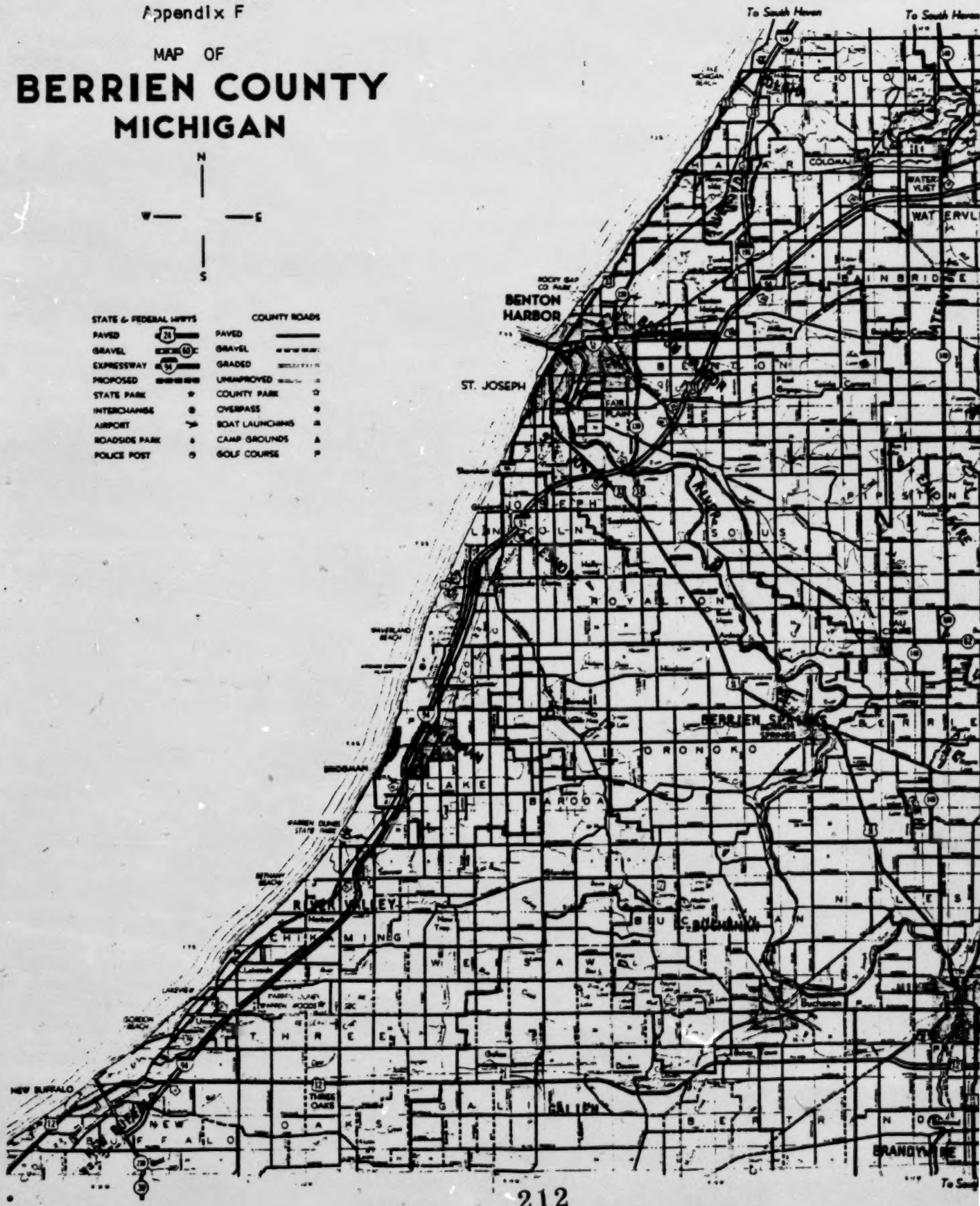
LIST OF INTERVIEWERS
LAKE MICHIGAN COLLEGE GOAL STUDY
DECEMBER 1975

	Name	No. of Years of Education	Questionnaire Returns Recorded
1.	Samuel Altmann	17	138
2.	Charles M. Connor	14	74
3.	Julie Dickey	14	19
4.	Estella Donesky	15	37
5.	Aletha Gruzensky	15	87
6.	Wisam Haddad	15	86
7.	Jane Haley	18	81
8.	Betty Lou Hartlein	18	199
9.	E. Hutchinson	17	44
10.	Anna Lamica	14	48
11.	Cori Leiberg	15	176
12.	Pearl McKinstry	16	149
13.	Dennis McIntosh	14	71
14.	John Middaugh	14	42
15.	Reid Register	13	57
16.	Mario Riveros	16	28
17.	Calvin Sheline	15	86
18.	Lenus Sutherland	14	11
19.	George Worrel	17	284
	Others		21
	Total		1,738

Appendix F

MAP OF

BERRIEN COUNTY
MICHIGAN



Appendix G
COVER LETTERS FOR THE MAIL SURVEY

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 24, 1975

Dear Friend of Lake Michigan College:

Lake Michigan College (LMC) is presently restudying its goals for education. LMC is interested in obtaining from the people of the area it serves an assessment of its goals. The administration has asked the Center for Studies and Services in Education at Andrews University to conduct several community surveys. One of the most important of these is a survey of opinion from the industrial and labor leaders, the business persons, the professional persons, and the tradespersons of the community.

We would like to ask that you take a few minutes to fill out this questionnaire so Lake Michigan College can consider your opinions and desires in its goal study. Please return the questionnaire in the enclosed addressed envelope by or before December 5, 1975, if at all possible.

Thank you for your valuable time and help.

Sincerely yours,

R. E. Klimes

Rudolf E. Klimes
Director, Center for Studies
and Services in Education
Andrews University

cz

Enclosures

Please assist us in this.

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 24, 1975

Dear Friend of Lake Michigan College:

Lake Michigan College (LMC) is presently restudying its goals for education. LMC is interested in obtaining from the people of the area it serves an assessment of its goals. The administration has asked the Center for Studies and Services in Education at Andrews University to conduct several community surveys. One of the most important of these is a survey of opinion from the government agencies in the community.

We would like to ask that you take a few minutes to fill out this questionnaire so Lake Michigan College can consider your opinions and desires in its goal study. Please return the questionnaire in the enclosed addressed envelope by or before December 5, 1975, if at all possible.

Thank you for your valuable time and help.

Sincerely yours,

R. E. Klimes

Rudolf E. Klimes
Director, Center for Studies
and Services in Education
Andrews University

cz

Enclosures

Please assist us in this.

214

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 20, 1975

Dear Friend of Lake Michigan College:

Lake Michigan College (LMC) is presently restudying its goals for education. LMC is interested in obtaining from the people of the area it serves an assessment of its goals. The administration has asked the Center for Studies and Servies in Education at Andrews University to conduct several community surveys. One of the most important of these is a survey of opinion from the educators of the community.

We would like to ask that you take a few minutes to fill out this questionnaire so Lake Michigan College can consider your opinions and desires in its goal study. Please return the questionnaire in the enclosed addressed envelope by or before December 5, 1975, if at all possible.

Thank you for your valuable time and help.

Sincerely yours,

R. E. Klimes

Rudolf E. Klimes
Director, Center for Studies
and Services in Education
Andrews University

cz

Enclosures

Please assist us in this.

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

CENTER FOR STUDIES AND SERVICES IN EDUCATION

CSSE

ANDREWS UNIVERSITY

November 24, 1975

Dear Friend of Lake Michigan College:

Lake Michigan College (LMC) is presently restudying its goals for education. LMC is interested in obtaining from the people of the area it serves an assessment of its goals. The administration has asked the Center for Studies and Services in Education at Andrews University to conduct several community surveys. One of the most important of these is a survey of opinion from the civic organizations of the community.

We would like to ask that you take a few minutes to fill out this questionnaire so Lake Michigan College can consider your opinions and desires in its goal study. Please return the questionnaire in the enclosed addressed envelope by or before December 5, 1975, if at all possible.

Thank you for your valuable time and help.

Sincerely yours,

R. E. Klimes

Rudolf E. Klimes
Director, Center for Studies
and Services in Education

cz

Enclosures

Please assist us in this.

BERRIEN SPRINGS, MICHIGAN 49104 Telephone: (616) 471-7771

SURVEY QUESTIONNAIRES

GOALS FOR LAKE MICHIGAN COLLEGE AU-CSSE

PERSONAL INFORMATION: In order to properly evaluate and analyze this information please provide the following personal information, using the numbers indicated for each item.

1. Sex: (1) Male; (2) Female 1. ____
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. ____

3, 4. Township_____ 3, 4. ____
5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Junior College Graduate; (4) Bachelor's Degree; (5) More than Bachelor's Degree 5. ____
6. Relationship with LMC: (1) Student; (2) Former Student; (3) Parent of Student; (4) Relative; (5) None 6. ____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance," and a "3" indicates "least important." We will go through the items together. If you have any questions, please feel free to ask.

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   10a. Prepare students to enter a four-year college or university. 10a. ____
   11b. Prepare students, through vocational studies, for employment after graduation. 11b. ____
   12c. Provide general education for students beyond high school. 12c. ____

B. What do you consider the most important emphasis for college development?
   13a. Adequate educational facilities--i.e. buildings, etc. 13a. ____
   14b. Highly qualified faculty. 14b. ____
   15c. Modern teaching aids, material, and methods. 15c. ____

C. What do you feel the most important outcomes of an education at LMC should be?
   16a. Citizens able to take an intelligent part in our democratic society. 16a. ____
   17b. Individuals with job skills capable of earning a living. 17b. ____
   18c. Graduates who are known for their high moral character. 18c. ____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   19a. Help students develop a sense of personal responsibility. 19a. ____
   20b. Help students develop good physical health practices. 20b. ____
   21c. Help students develop emotional stability. 21c. ____

E. How do you feel LMC can best use its facilities to help the community?
   22a. Provide classes to meet the needs and interests of adults. 22a. ____
   23b. Provide public interest programs for the community. 23b. ____
   24c. Provide for community use of college facilities. 24c. ____

F. What student services and activities do you feel should be emphasized at LMC?

25a. Guidance in choosing courses and in finding employment. 25a.____

26b. Classes to help students who have weaknesses in their education. 26b.____

27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?

28a. Provide assistance to citizens and government groups. 28a.____

29b. Provide college courses and credit through radio and extension centers. 29b.____

30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?

31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____

32b. Cultural appreciation courses such as art, literature, music. 32b.____

33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals of LMC?

34a. Provide for efficient school operation. 34a.____

35b. Provide for participation in administration by teachers, students, and community. 35b.____

36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?

37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____

38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____

39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?

40a. Provide classes to help employed persons improve their work skills. 40a.____

41b. Provide classes to help high school students develop job skills. 41b.____

42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

L. What policy do you think LMC should follow in admitting students?

43a. Admission of all high school graduates. 43a.____

44b. Preferred admission of students of various minorities and cultures. 44b.____

45c. Admission of anyone over 18 years of age. 45c.____

M. ARE THERE OTHER GOALS YOU FEEL LMC SHOULD BE STRESSING?_____

_____

Surveyor:_____

GOALS FOR LAKE MICHIGAN COLLEGE--STUDENT SURVEY AU-CSSE

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information, using the numbers indicated in the parentheses for each item.

1. Sex: (1) Male; (2) Female 1.____
2. Age: (1) 0-19; (2) 20-24; (3) 25-29; (4) 30-34; (5) 35-39; (6) 40-59; (7) 60+ 2.____

3,4. Town or Township:_____ 3,4.__
5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Community or Junior College Graduate; (4) Bachelor's Degree; (5) More than Bachelor's Degree 5.____
6. Student Status: (1) Full-time*; (2) Part-time; (3) Continuing Ed. 6.____
7. Class Standing: (1) Freshman; (2) Sophomore**; Special Student 7.____
8. Instructional Area: (1) Business; (2) Secretarial Science; (3) Community Service; (4) Liberal Arts; (5) Health Services; (6) Mass Communication and Fine Arts; (7) Mathematics and Science; (8) Social Sciences (Education); (9) Technology and Vocational; (10) Public Service (Law Enforcement, Fire Protection, Court Management,etc.); (11) Undecided 8,9.____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   - 10a. Prepare students to enter a four-year college or university. 10a.____
   - 11b. Prepare students, through vocational studies, for employment after graduation. 11b.____
   - 12c. Provide general education for students beyond high school. 12c.____

B. What do you consider the most important emphasis for college development?
   - 13a. Adequate educational facilities--i.e. buildings, etc. 13a.____
   - 14b. Highly qualified faculty. 14b.____
   - 15c. Modern teaching aids, material, and methods. 15c.____

C. What do you feel the most important outcomes of an education at LMC should be?
   - 16a. Citizens able to take an intelligent part in our democratic society. 16a.____
   - 17b. Individuals with job skills capable of earning a living. 17b.____
   - 18c. Graduates who are known for their high moral character. 18c.____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   - 19a. Help students develop a sense of personal responsibility. 19a.____
   - 20b. Help students develop good physical health practices. 20b.____
   - 21c. Help students develop emotional stability. 21c.____

*12 or more credit hours **Completed 27 or more credit hours

E. How do you feel LMC can best use its facilities to help the community?
   22a. Provide classes to meet the needs and interests of adults. 22a.____
   23b. Provide public interest programs for the community. 23b.____
   24c. Provide for community use of college facilities. 24c.____

F. What student services and activities do you feel should be emphasized at LMC?
   25a. Guidance in choosing courses and in finding employment. 25a.____
   26b. Classes to help students who have weaknesses in their education. 26b.____
   27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?
   28a. Provide assistance to citizens and government groups. 28a.____
   29b. Provide college courses and credit through radio and extension centers. 29b.____
   30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?
   31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____
   32b. Cultural appreciation courses such as art, literature, music. 32b.____
   33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals of LMC?
   34a. Provide for efficient school operation. 34a.____
   35b. Provide for participation in administration by teachers, students, and community. 35b.____
   36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?
   37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____
   38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____
   39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?
   40a. Provide classes to help employed persons improve their work skills. 40a.____
   41b. Provide classes to help high school students develop job skills. 41b.____
   42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

L. What policy do you think LMC should follow in admitting students?
   43a. Admission of all high school graduates. 43a.____
   44b. Preferred admission of students of various minorities and cultures. 44b.____
   45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?
- 46a. Information through the news media (radio, TV, newspaper). 46a.____
- 47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____
- 48c. Student participation in community activities (such as volunteer driver for the aged, tutors for the educationally disadvantaged, etc.). 48c.____

N. In what way do you feel students should be participating in college government at LMC?
- 49a. Through serving on the student senate. 49a.____
- 50b. Through a non-voting representative on the Board of Trustees. 50b.____
- 51c. Through serving on a student-faculty committee. 51c.____

O. Which do you feel is most important in providing effective vocational training at LMC?
- 52a. Adequate, up-to-date laboratory experience. 52a.____
- 53b. Basic theory through classroom instruction. 53b.____
- 54c. On-the-job experience through cooperation with local industries. 54c.____

P. Which of the following long-range guidance services would be most helpful?
- 55a. Help in choosing your lifework goals. 55a.____
- 56b. Help in personal and family problems. 56b.____
- 57c. Help in getting a job when you graduate. 57c.____

Q. Which of the following short-range guidance services would be most helpful?
- 58a. Help in choosing classes. 58a.____
- 59b. Help in improving your study skills. 59b.____
- 60c. Help in getting a part-time job while you study. 60c.____

R. In what extra-curricular activities would you prefer to participate?
- 61a. Sports and other body-building activities. 61a.____
- 62b. Student newspaper, debating teams, and other educational activities. 62b.____
- 63c. Crafts, hobbies, and other leisure-time activities. 63c.____

S. What do you feel are the most effective instructional methods to use at LMC?
- 64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc. 64a.____
- 65b. Use of traditional lecture/class discussion methods. 65b.____
- 66c. Use of self-teaching units and other individualized learning methods. 66c.____

T. Which do you feel are the most effective techniques for recruiting students?
- 67a. Direct advertising through radio, TV, newspaper, etc. 67a.____
- 68b. Guidance and counseling services for high school seniors. 68b.____
- 69c. Promotion programs by LMC faculty and students in local high schools. 69c.____

U. Which do you think is most important for you to understand?
- 70a. Recognizing personal economic realities. 70a.____
- 71b. Understanding cultural backgrounds and life patterns. 71b.____
- 72c. Recognizing political realities. 72c.____

V. Which of the following kinds of academic advisement would be most helpful to you?

73a. Advisor-approved schedules each semester. 73a.____
74b. Advisor-approved schedules for freshman year only. 74b.____
75c. No required advisement. 75c.____

W. Why are you studying at LMC?

76a. To learn a skill in order to get a job. 76a.____
77b. To prepare for transfer to another school. 77b.____
78c. To obtain a general education in order to satisfy a personal need. 78c.____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

I. What should be the primary goal in the relationships between LMC students and teachers? _____

II. What should be the primary goal in the relationships between LMC students and administrators? _____

III. How do you feel LMC is helping you most effectively in reaching your life goals?

IV. What specific things need to be changed at LMC to help you get a better education?

GOALS FOR LAKE MICHIGAN COLLEGE--ADMINISTRATION, FACULTY, AND LMC EMPLOYEE SURVEY

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information using the numbers indicated in the parentheses for each item.

1. Sex: (1) Male; (2) Female 1. ____
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. ____

3,4. Town or Township _____ 3,4. ____

5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Some College but not a Community or Junior College Graduate; (4) Community or Junior College Graduate; (5) Bachelor's Degree; (6) More than Bachelor's Degree 5. ____

6. Relationship with LMC: (1) Administrator: (2) Full-time Teacher; (3) Part-time Teacher; (4) Non-teaching Employee (Secretary, Custodian, Food Service, etc.) 6. ____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   10a. Prepare students to enter a four-year college or university. 10a.____
   11b. Prepare students, through vocational studies, for employment after graduation. 11b.____
   12c. Provide general education for students beyond high school. 12c.____

B. What do you consider the most important emphasis for college development?
   13a. Adequate educational facilities--i.e. buildings, etc. 13a.____
   14b. Highly qualified faculty. 14b.____
   15c. Modern teaching aids, material, and methods. 15c.____

C. What do you feel the most important outcomes of an education at LMC should be?
   16a. Citizens able to take an intelligent part in our democratic society. 16a.____
   17b. Individuals with job skills capable of earning a living. 17b.____
   18c. Graduates who are known for their high moral character. 18c.____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   19a. Help students develop a sense of personal responsibility. 19a.____
   20b. Help students develop good physical health practices. 20b.____
   21c. Help students develop emotional stability. 21c.____

E. How do you feel LMC can best use its facilities to help the community?
   22a. Provide classes to meet the needs and interests of adults. 22a.____
   23b. Provide public interest programs for the community. 23b.____
   24c. Provide for community use of college facilities. 24c.____

F. What student services and activities do you feel should be emphasized at LMC?
25a. Guidance in choosing courses and in finding employment. 25a.____
26b. Classes to help students who have weaknesses in their education. 26b.____
27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?
28a. Provide assistance to citizens and government groups. 28a.____
29b. Provide college courses and credit through radio and extension centers. 29b.____
30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?
31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____
32b. Cultural appreciation courses such as art, literature, music. 32b.____
33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals of LMC?
34a. Provide for efficient school operation. 34a.____
35b. Provide for participation in administration by teachers, students, and community. 35b.____
36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?
37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____
38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____
39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?
40a. Provide classes to help employed persons improve their work skills. 40a.____
41b. Provide classes to help high school students develop job skills. 41b.____
42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

L. What policy do you think LMC should follow in admitting students?
43a. Admission of all high school graduates. 43a.____
44b. Preferred admission of students of various minorities and cultures. 44b.____
45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?
46a. Information through the news media (radio, TV, newspaper). 46a.____
47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____
48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.). 48c.____

N. How do you feel the teaching faculty could best help LMC in its development?
   49a. Serve on faculty committees that advise the administration of needs for development. 49a.____
   50b. Serve on administration-faculty planning committees. 50b.____
   51c. Suggest new facilities and curricular changes to the college administration. 51c.____

O. Which do you think is most important in providing effective vocational training at LMC?
   52a. Adequate, up-to-date laboratory experience. 52a.____
   53b. Basic theory through classroom instruction. 53b.____
   54c. On-the-job experience through cooperation with local industries. 54c.____

P. Which do you feel provides the greatest job satisfaction for LMC employees?
   55a. Salary increases and greater fringe benefits such as retirement, insurance, and travel allowance. 55a.____
   56b. Improved working conditions. 56b.____
   57c. Recognition of your professional efforts and accomplishments. 57c.____

Q. Which do you feel would be most helpful in enabling LMC teachers to teach most effectively?
   58a. Increased library resources. 58a.____
   59b. Increased audio-visual equipment. 59b.____
   60c. Provision for non-teaching assistants. 60c.____

R. In what way do you feel the teaching faculty should be participating in the administration of LMC?
   61a. Serving in an advisory capacity to inform the administration of faculty needs and desires. 61a.____
   62b. Participating directly with faculty representatives on administrative committees. 62b.____
   63c. Not participating at all in the administration of LMC. 63c.____

S. What do you feel are the most effective instructional methods for LMC teachers to use?
   64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc. 64a.____
   65b. Use of traditional lecture/class discussion methods. 65b.____
   66c. Use of self-teaching units and other individualized learning methods. 66c.____

T. Which do you feel are the most effective techniques used by LMC for recruiting students?
   67a. Direct advertising through radio, TV, newspaper, etc. 67a.____
   68b. Guidance and counseling services for high school seniors. 68b.____
   69c. Promotion programs by LMC faculty and students in local high schools. 69c.____

U. (For Teaching Faculty Only) How do you feel the teaching faculty can best help improve the LMC instructional staff?
   70a. Participate in in-service programs to improve your own skills. 70a.____
   71b. Recommend and/or approve new teaching personnel whenever vacancies occur or additional teachers are needed. 71b.____
   72c. Participate in committees that help evaluate teachers. 72c.____

V. (For Administrative Faculty Only) How do you feel the administrative staff can best help improve the educational program at LMC?

73a. Recommend highly qualified teachers whever vacancies occur or additional teachers are needed. 73a.____

74b. Provide opportunities for in-service training of the teaching faculty. 74b.____

75c. Initiate self-evaluation procedures for LMC teachers. 75c.____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

I. What should be the primary goal in the relationships between LMC administrators and faculty?_____

II. What should be the primary goal in the relationships between LMC faculty and students?_____

III. How do you feel the public service functions of LMC could be improved?_____

IV. (For Teaching Faculty Only) What should be the primary goal in the relationships between the LMC Board of Trustees and teachers?_____

V. (For Administrative Faculty Only) What should be the primary goal in the relatio ships between the LMC Board of Trustees and administrators?_____

VI. What specific suggestions do you have that would help LMC improve its effectivenes as an educational institution?_____

GOALS FOR LAKE MICHIGAN COLLEGE--GOVERNMENT AGENCIES SURVEY AU-CSSE

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information using the numbers indicated in parentheses for each item.

1. Sex: (1) Male; (2) Female 1. ____
2. Age; (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. ____

3,4. Town or Township _____ 3,4. - -

5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Some College but not a Community or Junior College Graduate; (4) Community or Junior College Graduate; (5) Bachelor's Degree; (6) More than Bachelor's Degree 5. ____
6. Relationship with LMC: (1) Student; (2) Former Student; (3) Parent of Student; (4) Relative; (5) None 6. ____
7. Level of Government: (1) Local or Township; (2) County; (3) State; (4) Federal 7. ____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   - 10a. Prepare students to enter a four-year college or university. 10a.____
   - 11b. Prepare students, through vocational studies, for employment after graduation. 11b.____
   - 12c. Provide general education for students beyond high school. 12c.____

B. What do you consider the most important emphasis for college development?
   - 13a. Adequate educational facilities--i.e. buildings, etc. 13a.____
   - 14b. Highly qualified faculty. 14b.____
   - 15c. Modern teaching aids, material, and methods. 15c.____

C. What do you feel the most important outcomes of an education at LMC should be?
   - 16a. Citizens able to take an intelligent part in our democratic society. 16a.____
   - 17b. Individuals with job skills capable of earning a living. 17b.____
   - 18c. Graduates who are known for their high moral character. 18c.____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   - 19a. Help students develop a sense of personal responsibility. 19a.____
   - 20b. Help students develop good physical health practices. 20b.____
   - 21c. Help students develop emotional stability. 21c.____

E. How do you feel LMC can best use its facilities to help the community?
   - 22a. Provide classes to meet the needs and interests of adults. 22a.____
   - 23b. Provide public interest programs for the community. 23b.____
   - 24c. Provide for community use of college facilities. 24c.____

F. What student services and activities do you feel should be emphasized at LMC?
- 25a. Guidance in choosing courses and in finding employment. 25a.____
- 26b. Classes to help students who have weaknesses in their education. 26b.____
- 27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?
- 28a. Provide assistance to citizens and government groups. 28a.____
- 29b. Provide college courses and credit through radio and extension centers. 29b.____
- 30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?
- 31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____
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- 33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals at LMC?
- 34a. Provide for efficient school operation. 34a.____
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- 36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?
- 37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____
- 38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____
- 39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?
- 40a. Provide classes to help employed persons improve their work skills. 40a.____
- 41b. Provide classes to help high school students develop job skills. 41b.____
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L. What policy do you think LMC should follow in admitting students?
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- 45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?
- 46a. Information through the news media (radio, TV, newspaper). 46a.____
- 47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____
- 48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.). 48c.____

N. What do you think would be the best means for placement of LMC graduates?
49a. Brochures with pictures and information about graduates? 49a.____
50b. Arranged job interviews with prospective employers. 50b.____
51c. Form letters to prospective employers listing names of graduates in each vocation. 51c.____

O. How do you feel LMC could be of best service to government agencies?
52a. Provide classes in government for government employees. 52a.____
53b. Provide consulting services for government agencies. 53b.____
54c. Provide short workshops, seminars, etc. for government personnel. 54c.____

P. What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?
55a. Providing cultural enrichment programs for the community. 55a.____
56b. Providing remedial services for community members who have educational deficiencies or weaknesses. 56b.____
57c. Providing courses for the adults of the community who need occupational and/or professional retraining. 57c.____

Q. What do you think are the most important work skills for LMC graduates?
58a. Accuracy in work. 58a.____
59b. Speed in completing work. 59b.____
60c. Ability to work without constant supervision. 60c.____

R. What personal characteristics are most useful to LMC graduates seeking employment?
61a. Tact in dealing with superiors and associates. 61a.____
62b. Pleasing personality. 62b.____
63c. Honesty and dependability. 63c.____

S. Which do you think would best prepare LMC graduates for service in government agencies?
64a. Classes in government. 64a.____
65b. Participation in student government. 65b.____
66c. Observation of and/or cooperative participation in governemnt agencies at work. 66c.____

T. In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)
67a. Appliance Repair Persons 67a.____
68b. Auto Mechanics 68b.____
69c. Builders or Carpenters 69c.____
70d. Clerks 70d.____
71e. Drafts Persons (draftsmen) 71e.____
72f. Electricians 72f.____
73g. Accountants 73g.____
74h. Secretaries 74h.____
75i. Stenographers 75i.____
76j. Machinists 76j.____
77k. Salespersons 77k.____
78l. Welders 78l.____
79m. Other (please specify)_____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

I. How do you feel the relationships between LMC and government agencies could be improved?

II. How do you feel government agencies could help LMC in its development?

III. To what extent do you feel government agencies or personnel should participate in the advisement of LMC?

IV. To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local government agencies?

V. In what specific areas would you like to see workshops or seminars conducted?

VI. What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

VII. What emphasis do you feel should be given to agricultural education at LMC?

GOALS FOR LAKE MICHIGAN COLLEGE--EDUCATORS SURVEY AU-CSSE

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information using the numbers indicated in parentheses for each item.

1. Sex: (1) Male; (2) Female 1. ____
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. ____

3,4. Town or Township: _____ 3,4. ____
5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Some College but not a Community or Junior College Graduate; (4) Community or Junior College Graduate; (5) Bachelor's Degree; (6) More than Bachelor's Degree 5. ____
6. Relationship with LMC: (1) Student; (2) Former Student; (3) Parent of Student; (4) Relative; (5) None 6. ____
7. Position: (1) School Superintendent; (2) High School Principal; (3) College Administrator 7. ____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   - 10a. Prepare students to enter a four-year college or university. 10a. ____
   - 11b. Prepare students, through vocational studies, for employment after graduation. 11b. ____
   - 12c. Provide general education for students beyond high school. 12c. ____

B. What do you consider the most important emphasis for college development?
   - 13a. Adequate educational facilities--i.e. buildings, etc. 13a. ____
   - 14b. Highly qualified faculty. 14b. ____
   - 15c. Modern teaching aids, material, and methods. 15c. ____

C. What do you feel the most important outcomes of an education at LMC should be?
   - 16a. Citizens able to take an intelligent part in our democratic society. 16a. ____
   - 17b. Individuals with job skills capable of earning a living. 17b. ____
   - 18c. Graduates who are known for their high moral character. 18c. ____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   - 19a. Help students develop a sense of personal responsibility. 19a. ____
   - 20b. Help students develop good physical health practices. 20b. ____
   - 21c. Help students develop emotional stability. 21c. ____

E. How do you feel LMC can best use its facilities to help the community?
   - 22a. Provide classes to meet the needs and interests of adults. 22a. ____
   - 23b. Provide public interest programs for the community. 23b. ____
   - 24c. Provide for community use of college facilities. 24c. ____

F. What student services and activities do you feel should be emphasized at LMC?

25a. Guidance in choosing courses and in finding employment. 25a.____

26b. Classes to help students who have weaknesses in their education. 26b.____

27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?

28a. Provide assistance to citizens and government groups. 28a.____

29b. Provide college courses and credit through radio and extension centers. 29b.____

30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?

31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____

32b. Cultural appreciation courses such as art, literature, music. 32b.____

33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals of LMC?

34a. Provide for efficient school operation. 34a.____

35b. Provide for participation in administration by teachers, students, and community. 35b.____

36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?

37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____

38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____

39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?

40a. Provide classes to help employed persons improve their work skills. 40a.____

41b. Provide classes to help high school students develop job skills. 41b.____

42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

L. What policy do you think LMC should follow in admitting students?

43a. Admission of all high school graduates. 43a.____

44b. Preferred admission of students of various minorities and cultures. 44b.____

45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?

46a. Information through the news media (radio, TV, newspaper). 46a.____

47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____

48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.) 48c.____

N. What do you think would be the best means for placement of LMC graduates?
- 49a. Brochures with pictures and information about graduates. 49a.____
- 50b. Arranged job interviews with prospective employers. 50b.____
- 51c. Form letters to prospective employers listing names of graduates in each vocation. 51c.____

O. Which do you think is most important in providing effective vocational training at LMC?
- 52a. Adequate, up-to-date laboratory experience. 52a.____
- 53b. Basic theory through classroom instruction. 53b.____
- 54c. On-the-job experience through cooperation with local industries. 54c.____

P. What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?
- 55a. Providing cultural enrichment programs for students and community. 55a.____
- 56b. Providing remedial services for students and community members who have educational deficiencies or weaknesses. 56b.____
- 57c. Providing courses for the adults of the community who need occupational and professional retraining. 57c.____

Q. What do you think are the most important work skills for LMC graduates?
- 58a. Accuracy in work. 58a.____
- 59b. Speed in completing work. 59b.____
- 60c. Ability to work without constant supervision. 60c.____

R. What personal characteristics are most useful to LMC graduates seeking employment?
- 61a. Tact in dealing with superiors and associates. 61a.____
- 62b. Pleasing personality. 62b.____
- 63c. Honesty and dependability. 63c.____

S. What do you feel are the most effective instructional methods for LMC teachers to use?
- 64a. Use of a wide variety of audio-visual aids, film strips, movies, closed circuit TV, etc. 64a.____
- 65b. Use of traditional lecture/class discussion methods. 65b.____
- 66c. Use of self-teaching units and other individualized learning methods. 66c.____

T. Which do you feel are the most effective techniques used by LMC for recruiting students?
- 67a. Direct advertising through radio, TV, newspaper, etc. 67a.____
- 68b. Guidance and counseling services for high school seniors. 68b.____
- 69c. Promotion programs by LMC faculty and students in local high schools. 69c.____

U. How do you feel LMC could be of best service to other educational institutions in its area?
- 70a. Provide information about LMC educational programs. 70a.____
- 71b. Conduct workshops for in-service training of teachers. 71b.____
- 72c. Conduct seminars to upgrade the professional skills of educators. 72c.____

V. In what capacity might your schools best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "4" the least needed.)
- 73a. Accountants 73a.____
- 74b. Secretaries. 74b.____
- 75c. Stenographers 75c.____
- 76d. Teacher Aides 76d.____
- 77e. Other (Please specify)_____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

I. How do you feel the relationships between LMC and other educators and educational institutions in Berrien County and Covert Township could be improved?

II. How do you feel other educators and educational institutions could help LMC in its development?

III. To what extent do you feel other educators should participate in the advisement of LMC?

IV. To what extent would you be willing to participate with LMC in cooperative planning in education?

V. In what areas of education would you suggest that workshops and seminars be conducted?

VI. How do you feel the educational backgrounds of applicants to LMC could be improved?

VII. What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

VIII. What emphasis do you feel should be given to agricultural education at LMC?

GOALS FOR LAKE MICHIGAN COLLEGE--CIVIC ORGANIZATIONS SURVEY AU-CSSE

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information using the numbers indicated in parentheses for each item.

1. Sex: (1) Male; (2) Female 1. ____
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. ____

3,4. Town or Township: _____ 3,4. - -
5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Some College but not a Community or Junior College Graduate; (4) Community or Junior College Graduate; (5) Bachelor's Degree; (6) More than Bachelor's Degree 5. ____
6. Relationship with LMC: (1) Student; (2) Former Student; (3) Parent of Student; (4) Relative; (5) None 6. ____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan Collge (LMC) should be?
   10a. Prepare students to enter a four-year college or university. 10a. ____
   11b. Prepare students, through vocational studies, for employment after graduation. 11b. ____
   12c. Provide general education for students beyond high school. 12c. ____

B. What do you consider the most important emphasis for college development?
   13a. Adequate educational facilities--i.e. buildings, etc. 13a. ____
   14b. Highly qualified faculty. 14b. ____
   15c. Modern teaching aids, material, and methods. 15c. ____

C. What do you feel the most important outcomes of an education at LMC should be?
   16a. Citizens able to take an intelligent part in our democratic society. 16a. ____
   17b. Individuals with job skills capable of earning a living. 17b. ____
   18c. Graduates who are known for their high moral character. 18c. ____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   19a. Help students develop a sense of personal responsibility. 19a. ____
   20b. Help students develop good physical health practices. 20b. ____
   21c. Help students develop emotional stability. 21c. ____

E. How do you feel LMC can best use its facilities to help the community?
   22a. Provide classes to meet the needs and interests of adults. 22a. ____
   23b. Provide public interest programs for the community. 23b. ____
   24c. Provide for community use of college facilities. 24c. ____

F. What student services and activities do you feel should be emphasized at LMC?

25a. Guidance in choosing courses and in finding employment. 25a.____

26b. Classes to help students who have weaknesses in their education. 26b.____

27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?

28a. Provide assistance to citizens and government groups. 28a.____

29b. Provide college courses and credit through radio and extension centers. 29b.____

30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?

31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____

32b. Cultural appreciation courses such as art, literature, music. 32b.____

33c. Health, physical education, recreation, and sports. 33c.____

I. What do you feel should be the most important administrative goals of LMC?

34a. Provide for efficient school operation. 34a.____

35b. Provide for participation in administration by teachers, students, and community. 35b.____

36c. Provide education at low per-student cost. 36c.____

J. What do you feel the most important emphasis for student personal development should be?

37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____

38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____

39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?

40a. Provide classes to help employed persons improve their work skills. 40a.____

41b. Provide classes to help high school students develop job skills. 41b.____

42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

L. What policy do you think LMC should follow in admitting students?

43a. Admission of all high school graduates. 43a.____

44b. Preferred admission of students of various minorities and cultures. 44b.____

45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?

46a. Information through the news media (radio, TV, newspaper.) 46a.____

47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____

48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.) 48c.____

N. What do you think would be the best means for placement of LMC graduates?
- 49a. Brochures with pictures and information about graduate 49a._____
- 50b. Arranged job interviews with prospective employers. 50b._____
- 51c. Form letters to prospective employers listing names of graduates in each vocation. 51c._____

O. How do you feel LMC could be of most service to civic organizations?
- 52a. Provide classes on civic leadership and community relations. 52a._____
- 53b. Provide guest speakers for meetings of civic organizations. 53b._____
- 54c. Provide workshops, seminars, etc. for civic leaders. 54c._____

P. What do you feel should be the most important goals in continuing? education (adult education or night classes) at LMC?
- 55a. Providing cultural enrichment programs for the community. 55a._____
- 56b. Providing remedial services for community members who have educational deficiencies or weaknesses. 56b._____
- 57c. Providing courses for the adults of the community who need occupational and/or professional retraining. 57c._____

Q. What do you think are the most important work skills for LMC graduates?
- 58a. Accuracy in work. 58a._____
- 59b. Speed in completing work. 59b._____
- 60c. Ability to work without constant supervision. 60c._____

R. What personal characteristics are most useful to LMC graduates seeking employment?
- 61a. Tact in dealing with superiors and associates. 61a._____
- 62b. Pleasing personality. 62b._____
- 63c. Honesty and dependability. 63c._____

S. Which do you feel would best prepare LMC graduates for participation in civic organizations?
- 64a. Participation in student government. 64a._____
- 65b. Participation in debating and in speech classes. 65b._____
- 66c. Participation in community activities and services while a student. 66c._____

T. In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)
- 67a. Appliance Repair Persons 67a._____
- 68b. Auto Mechanics 68b._____
- 69c. Builders or Carpenters 69c._____
- 70d. Clerks 70d._____
- 71e. Drafts Persons (draftsmen) 71e._____
- 72f. Electricians 72f._____
- 73g. Accountants 73g._____
- 74h. Secretaries 74h._____
- 75i. Stenographers 75i._____
- 76j. Machinists 76j._____
- 77k. Salespersons 77k._____
- 78l. Welders 78l._____
- 79m. Other (please specify) _____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

1. How do you feel the relationship between LMC and civic organizations could be improved? _____

_____

_____

_____

11. How do you feel civic organizations could help LMC in its development?

_____

_____

_____

111. To what extent do you feel civic leaders should participate in the advisement of LMC? _____

_____

_____

_____

1V. To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local civic organizations?

_____

_____

_____

V. In what specific areas would you like to see workshops or seminars conducted?

_____

_____

_____

V1. What specific suggestions do you have for LMC to make the best possible use of its educational dollar? _____

_____

_____

_____

V11. What emphasis do you feel should be given to agricultural education at LMC?

_____

_____

GOALS FOR LAKE MICHIGAN COLLEGE--BUSINESS, INDUSTRY, AND LABOR ORGANIZATION SURVEY

PERSONAL INFORMATION: In order to properly evaluate and analyze this information, please provide the following personal information using the numbers indicated in parentheses for each item.

1. Sex: (1) Male; (2) Female 1. _____
2. Age: (1) 0-19; (2) 20-39; (3) 40-59; (4) 60+ 2. _____

3,4. Town or Township _____ 3,4. _____
5. Education: (1) Less than High School Graduation; (2) High School Graduate; (3) Some College but not a Community or Junior College Graduate; (4) Community or Junior College Graduate; (5) Bachelor's Degree: (6) More than Bachelor's Degree 5. _____
6. Relationship with LMC: (1) Student; (2) Former Student; (3) Parent of Student; (4) Relative; (5) None 6. _____
7. Position: (1) Business Person; (2) Industrial Leader; (3) Labor Leader; (4) Professional Person 7. _____

DIRECTIONS: Below is a series of questions which allows you to express yourself regarding a number of goal options facing Lake Michigan College. In each case, please rank the three choices to reflect your own opinion.. In some cases, certain choices may seem to be of equal importance, but you are requested to rank them as best you can. A "1" indicates "most important", a "2" indicates "second in importance", and a "3" indicates "least important."

A. What do you feel the most important educational emphasis of Lake Michigan College (LMC) should be?
   10a. Prepare students to enter a four-year college or university. 10a._____
   11b. Prepare students, through vocational studies, for employment after graduation. 11b._____
   12c. Provide general education for students beyond high school. 12c._____

B. What do you consider the most important emphasis for college development?
   13a. Adequate educational facilities--i.e. buildings, etc. 13a._____
   14b. Highly qualified faculty. 14b._____
   15c. Modern teaching aids, material, and methods. 15c._____

C. What do you feel the most important outcomes of an education at LMC should be?
   16a. Citizens able to take an intelligent part in our democratic society. 16a._____
   17b. Individuals with job skills capable of earning a living. 17b._____
   18c. Graduates who are known for their high moral character. 18c._____

D. Which do you feel should be given the greatest emphasis for student personal growth at LMC?
   19a. Help students develop a sense of personal responsibility. 19a._____
   20b. Help students develop good physical health practices. 20b._____
   21c. Help students develop emotional stability. 21c._____

E. How do you feel LMC can best use its facilities to help the community?
   22a. Provide classes to meet the needs and interests of adults. 22a._____
   23b. Provide public interest programs for the community. 23b._____
   24c. Provide for community use of college facilities. 24c._____

F. What student services and activities do you feel should be emphasized at LMC?

25a. Guidance in choosing courses and in finding employment. 25a.____

26b. Classes to help students who have weaknesses in their education. 26b.____

27c. Extracurricular activities such as sports, dances, parties, etc. 27c.____

G. How do you feel LMC can be of greatest service to the community?

28a. Provide assistance to citizens and government groups. 28a.____

29b. Provide college courses and credit through radio and extension centers. 29b.____

30c. Provide library and audio-visual resources to the community. 30c.____

H. What area of education do you feel should be most important at LMC?

31a. Basic areas of knowledge--reading, computing, communication skills. 31a.____

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37a. To stimulate in students a continuing interest in obtaining knowledge. 37a.____

38b. To help students appreciate art, literature, music, other peoples and cultures. 38b.____

39c. To inspire students to help solve social problems. 39c.____

K. How do you feel LMC can be of greatest service in its vocational programs?

40a. Provide classes to help employed persons improve their work skills. 40a.____

41b. Provide classes to help high school students develop job skills. 41b.____

42c. Provide seminars and workshops to further develop the professional skills of business and industrial leaders. 42c.____

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44b. Preferred admission of students of various minorites and cultures. 44b.____

45c. Admission of anyone over 18 years of age. 45c.____

M. Which do you feel is most effective for LMC public relations?

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47b. Administration and faculty involvement with industry, labor, and government agencies. 47b.____

48c. Student participation in community activities (such as volunteer drivers for the aged, tutors for the educationally disadvantaged, etc.). 48c.____

N. What do you think would be the best means for placement of LMC graduates?

49a. Brochures with pictures and information about graduates. 49a.____

50b. Arranged job interviews with prospective employers. 50b.____

51c. Form letters to prospective employers listing names of graduates in each vocation. 51c.____

O. Which do you think is most important in providing effective vocational training at LMC?

52a. Adequate, up-to-date laboratory experience. 52a.____

53b. Basic theory through classroom instruction. 53b.____

54c. On-the-job experience through cooperation with local industries. 54c.____

P. What do you feel should be the most important goals in continuing education (adult education or night classes) at LMC?

55a. Providing cultural enrichment programs for the community. 55a.____

56b. Providing remedial services for community members who have educational deficiencies or weaknesses. 56b.____

57c. Providing courses for the adults of the community who need occupational and/or professional retraining. 57c.____

Q. What do you think are the most important work skills for LMC graduates?

58a. Accuracy in work. 58a.____

59b. Speed in completing work. 59b.____

60c. Ability to work without constant supervision. 60c.____

R. What personal characteristics are most useful to LMC graduates seeking employment?

61a. Tact in dealing with superiors and associates. 61a.____

62b. Pleasing personality 62b.____

63c. Honesty and dependability. 63c.____

S. How do you feel that LMC can be most helpful to the business, industrial, and labor community?

64a. Provide consulting services through its facilities and staff. 64a.____

65b. Provide technical information through its educational resources. 65b.____

66c. Provide workshops, seminars, etc. for on the job upgrading of business, industrial, and labor personnel. 66c.____

T. In what capacity might your organization best be able to employ LMC graduates? (Please rank these in the order of your need with "1" being the most needed and "12" the least needed. You may omit those for which you would have no need.)

67a. Appliance Repair Persons 67a.____

68b. Auto Mechanics 68b.____

69c. Builders or Carpenters 69c.____

70d. Clerks 70d.____

71e. Drafts Persons (draftsmen) 71e.____

72f. Electricians 72f.____

73g. Accountants 73g.____

74h. Secretaries 74h.____

75i. Stenographers 75i.____

76j. Machinists 76j.____

77k. Salespersons 77k.____

78l. Welders 78l.____

79m. Other (please specify)_____

PLEASE COMMENT ON THE FOLLOWING QUESTIONS: (THIS IS IMPORTANT. PLEASE DO NOT OMIT.)

I. How do you feel the relationships between LMC and the business, industrial, or labor community could be improved?

II. How do you feel business, industry, or labor organizations could help LMC in its development?

III. To what extent do you feel business, industrial, or labor leaders should participate in the advisement of LMC?

IV. To what extent would you be willing to participate in a cooperative program in which LMC students receive part of their training in local businesses or industries?

V. In what specific areas would you like to see workshops or seminars conducted?

VI. What specific suggestions do you have for LMC to make the best possible use of its educational dollar?

VII. What emphasis do you feel should be given to agricultural education at LMC?

Appendix I

REPORT OF TASK FORCE I CONCERNING THE INSTITUTIONAL PHILOSOPHY AND GOALS

Adopted by the Task Force I on March 10, and 17, 1976.

Presented to the Instructional Advisory Council on March 17, 1976

INSTITUTIONAL PHILOSOPHY

Lake Michigan College recognizes that education is a life long process. As an institution of higher learning it endeavors to provide opportunities to the members of its community to further their potentials as individuals and as contributing members of society.

INSTITUTIONAL GOALS

1. To prepare students for further education and to stimulate in them a continuing interest in obtaining knowledge.
2. To develop in students mastery of the basic skills of reading, computing, and communication.
3. To develop in students the necessary knowledge, skills, and attitudes to perform successfully in their careers.
4. To serve the educational needs of the adult community.
5. To provide guidance and other services for students in choosing careers, in selecting curricula, and in finding employment.

INSTITUTIONAL GOAL AND OBJECTIVES DEVELOPMENT

Institutional Goals	Division Objectives	Section Objectives	Program Objectives
A. Educational Goals and Objectives	No. of Divisions:	No. of Sections:	No. of Programs:
1			
2			
3			
4			
5			
B. Administrative Goals and Objectives			
General			Specific

OBJECTIVES CHECK GUIDE

CHECK YOUR OBJECTIVE BY MARKING EACH PHRASE ACCORDING TO THE FOLLOWING CODE:

1.	TIME AND PLACE	DOUBLE UNDERLINING
2.	[OUTCOMES]	BOX
3.	(PARTICIPANTS AND MATERIALS)	OVAL
4.	ACTION	UNDERLINING
5.	CRITERIA AND VERIFICATION	BROKEN UNDERLINING
6.	((PROFICIENCY LEVEL))	DOUBLE PARENTHESES

EXAMPLE

By April 10, 1979, (the academic dean) of Jones College will prepare [a written critique,] ((according to Policy 179)) [of all current administrative procedures] and submit it to the President's Council for review.

ANALYSIS

1.	By April 10, 1979; Jones College	TIME, PLACE
3.	(The Academic Dean)	PARTICIPANT
4.	Will prepare; and submit	ACTION
2.	[A written critique] [of all current administrative procedures]	OUTCOME
6.	((according to Policy 179))	PROFICIENCY LEVEL
5.	To the President's Council for review	VERIFICATION

OBJECTIVES DEVELOPMENT WORKSHEET PLANNER DATE

TITLE:		
COMPONENTS:	DESCRIPTION	EVALUATION
1. "WHEN AND WHERE:" TIME AND PLACE		Time Context?_ Start Time?___ End Time?___ Accuracy?___
2. "WHAT RESULT:" INTENDED OUTCOME		Value?___ Scope?___ Congruent with other Intent statements?___
3. "WHO AND WITH WHAT:" PARTICIPANTS AND MATERIALS		Publics Understanding?_ Acceptance?___ Appropriate-ness?___
4. "HOW:" ACTION		Verb?___
5. "HOW MEASURED:" CRITERIA AND VERIFICA-TIONS		Degree of Accomplish-ment?___ Realistic?___ Achievable?
6. "HOW WELL:" PROFICIENCY LEVEL		Standard?___ Technique?___
OBJECTIVE (A Summary Sentence Containing Information in Above Components 1-6):		Clarity?___

Appendix J

NEWS RELEASE

News

Andrews University
Office of Public Relations

Berrien Springs, Michigan 49104
Phone: 616 471-3315

December 5, 1975

Subject: LAKE MICHIGAN COLLEGE TURNS TO GRASS ROOTS OF BERRIEN COUNTY

Release: Immediate

BERRIEN SPRINGS — Lake Michigan College (LMC) has turned to the grass roots population of Berrien County and to Andrews University to help decide what course it should pursue in years ahead.

A county-wide survey on everything from school dances to admission standards is to gather opinions of housewives, businessmen, educators, manufacturers, government officials, labor and civic leaders, and faculty, students, and administrators of LMC.

Also to be included in the research are residents of Covert Township of Van Buren County.

Conducting the research is the Center for Services and Studies in Education (CSSE) at Andrews University. The cost of the project has been set at $11,010 in a contract signed by CSSE and LMC in October.

Dr. Rudolph Klimes, director of CSSE, expects to have preliminary findings available to LMC in January and the entire project completed by the spring of 1976.

LMC intends to use the findings in its development of a master plan.

Twelve trained AU interviewers have begun to poll an anticipated total of 1,642 homes, a 3% sample. Except for polling of persons connected with LMC, non-residence polling will be conducted by mail.

MORE

2--LAKE MICHIGAN COLLEGE TURNS TO GRASS ROOTS OF BERRIEN COUNTY

CSSE developed the questionnaire and plans for the study in cooperation with an LMC faculty task force directed by Dr. Richard Clarke.

Klimes said that the service CSSE is rendering is strictly technical. "All value judgments," he said, "will be left to the LMC task force and the people of Berrien County."

In the polling so far, interviewers have found county residents glad to have a part in planning the direction of LMC, Klimes said.

#

Appendix K

EXCERPTS OF THE REPORT OF THE
LAKE MICHIGAN COLLEGE TASK FORCE I

TO: Chairman, Instructional Advisory Council

RE: Status of Operations of Task Force I on Institutional Objectives

FROM: Chairman, Task Force I

DATE: April 12, 1976

This is a chronologically oriented interim report on the status of the work of Task Force I as of the end of March, 1976. The Philosophy and Goals of Lake Michigan College have been defined. The Task Force is currently concerned with development of a set of Objectives for each Division of the College and expects to pursue Inservice Training in the fall of 1976. Also concurrently Task Force I has been asked to examine the behavior of LMC relative to the goals written in 1972 for purposes of self-evaluation for reaccreditation.

There are ten members of Task Force I:

Batchelder (first Chairman)	Moely
Clarke (current Chairman)	Penner
Dahm	Ms. Rasmussen (Recorder)
Kamp	Standen
Meyerink	Sundaram (IAC Coordinator)

M r. Hynd (Vice Chairman) has retired.

THE CHARTER

Presumably in anticipation of certain North Central Association self-evaluation requirements an Instructional Advisory Council met throughout the summer of 1974 at the call of the Vice President Instruction. By the end of the summer the Planning-Steering Committee of this Council had drawn the charters of five task forces, each charged with the study of a facet of College organization.

The primary concern of Task Force I on Institutional Objectives is to formulate a statement of Philosophy, Goals, and Objectives for Lake Michigan College. Conclusions are to be based on a

consensus of the various members of the college community incorporating the broadest possible range of attitudes. "In formulating a statement of purposes for LMC as a whole, the specific purposes of each major segment of the College should be recognized and incorporated into the framework of the College's total educational responsibility". "The conclusions of this Task Force should be stated in terms of measureable performance whenever possible", and "statements of philosophy, goals, and objectives, whether individual, departmental, or institutional, must be defined in terms of readily measureable performance. To facilitate this the Task Force will have the responsibility of providing appropriate inservice training for the faculty".

EXISTING GOALS

The first order of business was an examination of the existing goals and objectives of 1972 as reproduced in the Board of Trustees Policy Manual (Chapter II) and in the current 1975-1976 LMC Catalogue (page 8). The Task Force found the four goals to be platitudinous, flowery, wordy, and altogether too nebulous to fulfill their purpose of directing the life of the College. Directions such as "to encourage" and "to recognize" were applied to attitudes and subjective concepts with little instruction to faculty to pursue specific intellectual or vocational aims by appropriate administrative or pedagogical methods. None of the members considered them to have been held up as guideposts. Incidentally the grammar of the first goal was bad, thus creating an inexcusable impression for a college. The nine objectives were not much better; e.g., "5. Accept the principle that, while individualism is encouraged and provided for, service to our fellow citizens is basic in a democracy". In any case the enormous diversity of types of intellectual activities that are undertaken by a community college vitiates the value of any such generally applied mixture of platitudes and subjective specifics.

THE SOLUTION

On the whole the members of the Task Force were well chosen for the subject. The first Chairman had been trained in objective behaviorism in education; Mr. Kamp, as a Business Administration graduate of WMU, was thoroughly conversant with and experienced in the techniques of Management by Objectives; Dean Standen was applying MBO to the organization of his own division, which included Ms. Rasmussen and Mr. Meyerink; the present Chairman had participated in several

AMA seminars in New York, had taken the course at Ann Arbor from George Odiorne, and had had more than ten years of successful application of MBO as an industrial manager and administrator; MBO was not strange to the other members.

The solution to the problem was apparent to all. The Goals must be succint statements of the practical results desired by the community from all of the parts of LMC. Thus the Goals must be sufficiently general to apply to all. The Objectives must be as peculiar to each Division (or each department) as possible. Thus each Division must have its own set of Objectives directed toward fulfillment of the Goals of the College. The Philosophy would be the "why", the Goals would be the "what", and the Objectives would be the "how". The extent of development of individual or departmental Objectives during the Inservice Training would be up to the individual Deans and beyond our responsibility.

The Task Force recognized that the Goals must be stated so objectively and so succintly that the degree of success is continuously measurable. Our next job was to obtain the consensus of the Community. We needed to define the several parts of the Community and to poll each of them in an unbiased fashion.

Unfortunately much time was wasted in searching for a polling agency or a ready made polling instrument. It was a mistake to approach the Princeton, N. J., Educational Testing Service, who attempted to sell a much too general and basically inapplicable instrument which had been written ten years ago during the campus unrest. Unfortunately many sessions and the necessary homework were devoted in January and February, 1975, to the labor of trying to rewrite this inadequate, dated work. Subsequently the potential services of a Dr. J. W. Cook of Albion were examined. His specialty proved to be oriented more toward preparation and monitoring of the personal Objectives of the individual faculty member rather than toward the big picture concept required for generation of institutional goals.

Finally on March 11, 1975, the Task Force determined that, despite the limitations of time and the heavy schedules of all of the members, it was going to be necessary to create our own set of survey questions, to undertake the statistical work to obtain random samples of six or seven segments of the community, to perform the polling, and to write the computer program for analysis of the results. Mr. Kamp had obtained a cost estimate of $330for each application of a locally available computer. The Chairman had written some potential survey questions (Exhibit 1) and had exhorted other members to do likewise. It was apparent that we were finally on a firm track but that we were going to have big problems meeting our deadlines.

THE CSSE POLL

Unaware of our progress but cognizant of our limitations, Dr. Lehman brought to our meeting of March 18th Dr. Rudolph Klimes of the Andrews University Center for Studies and Services in Education. Subsequently Dr. Klimes was paid to prepare a proposal to perform all the leg work of the Task Force. We met with him for 1½ hours on May 29th to review in detail every aspect of his proposal (Exhibit 2).

With several corrections as listed below, the proposal was approved. There is to be one set of Goals - those for the entire Institution. There are to be Objectives specific for each of six divisions: Library and Learning Resources, General Studies (now called Arts and Sciences), Occupational Studies, Continuing Education and Community Service, Student Affairs, and Business Affairs. There were eight parts to the overall LMC Community: I Population (the general otherwise undifferentiated constituency to be randomly sampled and polled by trained personnel of CSSE), II Civic Organizations (Rotary, Civitan, League of Women Voters chiefs), III Government (polled by mail - down to County Supervisor), IV Business, Industry and Labor (by mail - chiefs), V Education (by mail - down to high school principals), VI LMC Administration and non-teaching staff, VII LMC Teaching Faculty, and VIII LMC Students. Subsequently VI and VII were coapsed to make a total of seven catagories of pollees. The constituency was recognized to be closer to 200,000 than 70,000. Difficultly measurable or unmeasurable levels of behavioral objectives (cognitive, affective, psychomotor) were deleted in accordance with the charge to Task Force I. In the course of the ensuing twelve months a few other minor alterations to the approved state of Dr. Klimes's proposal occurred for the sake of expediency or in the face of unpredicted reality (e.g., the exact data of Table 3 of Exhibit 2).

At the end of August, 1975, the Board agreed to fund CSSE. On September 24th the Task Force met to inform Dr. Klimes of its desires relative to four optional types of instruments (Exhibit 3) which he had submitted and which differed in format and in the direction of interest ("Program-Centered" or "Student-Impact Centered"). Discussion was vehement and protracted relative to the items of all four options. Preference was shown for those items which had measureable aspects. The sentence structure of Option 1 was generally preferred. Each of the options was deemed to contain some concepts of value. Dr. Klimes took profuse notes and promised to submit something meeting the consensus. There was some comment relative to the possible unwieldiness of the 5-score format. Dr. Klimes said that his associates would make a pilot run in which a number of randomly selected households would be polled.

The next meeting was scheduled for October 8th but was postponed until October 16th to give Dr. Klimes an opportunity to make alterations away from the 5-score format as a result of the conclusions drawn from the pilot run. His Group presented the Task Force with "Option 2" (Exhibit 4), containing twelve (A through L) questions, each with three answers to be ranked (rather than just five numbers) plus a "fill in your own suggested goal" opportunity. Mr. Hutchinson, the graduate student who had been carrying the ball in the pilot runs, defended the 3-answer format as well as the redundancy of the "What do you feel ...." wording on the basis of his polling experience. The wording of the questions and answers was deemed on the whole a commendable synthesis from the four options and the discussion of the previous meeting. A few Changes in wording were suggested:
D-Add "for student personal growth"; Dc-Change "good mental health practices" to "emotional stability"; Fa-Change "getting a job" to "finding employment"; I-The order of a,b, and c was to be changed so as not to overemphasize answer c, which needed the addition of "in administration". The format (as modified) of Option 2 was approved for use as the General Community (3% of the households) questionnaire.

The meeting of October 29, 1975, was held to consider the first draft of the other six surveys (Exhibit 4 - Business, Industry, and Labor; Civic Organizations; Government; Educators; Administration and Faculty (including other employees); Students). The first twelve questions of each of these were identical with those of the General Community survey, which had been approved at the October 16th meeting.

Appendix L

LMC GOAL STUDY - Responses to Questions Basic to the Six Selected Goals

I. To develop in students the necessary knowledge, skills, and attitudes to perform successfully in their chosen field of work.
Based on Question A Response 11, Question C Response 17, Question K Response 41, Surveys 4 - 7 (G,E, C,B) Question Q Response 60, and R Response 63

Question	Response Number	Total Population	General Population	Student	LMC Faculty Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
A.	What do you feel the most important emphasis of LMC should be?								
	10. Prepare student to enter a four year college or university.								
	%#1	31.9	29.3	42.0	30.3	28.0	26.7	20.0	24.3
	med.	2.02	2.12	1.71	1.98	2.19	2.53	2.17	2.01
	I.Q.R.	.74	.74	.66	.66	.74	.81	.59	.54
	*11. Prepare student through vocational studies for employment after graduation.								
	%#1	51.0	53.5	42.4	44.7	64.0	56.7	55.0	57.9
	med.	1.48	1.43	1.67	1.64	1.28	1.38	1.41	1.35
	I.Q.R.	.60	.61	.58	.63	.50	.49	.61	.53
	12. Provide general education for students beyond high school								
	%#1	17.0	17.3	15.1	25.0	8.0	16.7	25.0	17.8
	med.	2.53	2.41	2.72	2.53	2.54	2.45	2.50	2.70
	I.Q.R.	.63	.63	.57	.76	.55	.63	.75	.63
C.	What do you feel the most important outcome of an education at LMC should be?								
	16. Citizen able to take an intelligent part in our democratic society.								
	%#1	32.0	34.2	24.4	47.4	24.0	36.7	35.0	26.2
	med.	1.85	1.84	1.92	1.56	1.96	1.72	1.73	1.92
	I.Q.R.	.54	.57	.41	.54	.45	.51	.45	.48
	*17. Individuals with role skills capable of earning a living.								
	%#1	54.9	56.6	70.2	48.7	64.0	56.7	60.0	66.4
	med.	1.33	1.38	1.21	1.53	1.28	1.38	1.33	1.25
	I.Q.R.	.54	.57	.41	.57	.48	.53	.51	.46
	18. Graduates who are known for their high moral character.								
	%#1	8.4	9.5	5.5	6.6	12.0	6.7	5.0	8.4
	med.	2.81	2.78	2.87	2.89	2.81	2.92	2.97	2.85
	I.Q.R.	.39	.46	.32	.31	.42	.29	.26	.32

K. How do you feel LMC can be of greatest service in its vocational program?

40. Provide classes to help employed persons improve their work better.

%#1	30.5	30.1	34.6	27.6	36.0	30.0	25.0	15.9
med.	1.86	1.89	1.77	1.83	1.73	1.80	1.88	1.97
I.Q.R.	.52	.53	.54	.42	.51	.42	.38	.35

*41. Provide classes to help high school classes develop job skills.

%#1	58.0	58.7	50.3	61.8	60.0	63.3	75.0	79.4
med.	1.35	1.35	1.45	1.30	1.30	1.26	1.17	1.12
I.Q.R.	159	.58	.62	.76	.51	.54	.33	.31

42. Provide seminar and workshops to further develop professional skills. . . .

%#1	11.4	11.3	12.7	15.8	8.0	6.7	0.0	6.5
med.	2.77	2.76	2.78	2.73	2.84	2.89	2.83	2.84
I.Q.R.	.48	.50	.48	.57	.33	.30	.33	.33

Goal #1 continued (G,E,C,B)

Q. What do you think are the most important work skills for LMC graduates?

58. Accuracy in work.

%#1	36.0	30.0	25.0	27.1
med.	1.71	1.80	1.83	1.81
I.Q.R.	.49	.42	.33	.39

59. Speed in completing work.

%#1	0.0	3.3	0.0	0.9
med.	2.95	2.96	2.97	2.97
I.Q.R.	.27	.27	.26	.26

*60 Ability to work without constant supervision

%#1	64.0	66.7	75.0	71.0
med	1.25	1.22	1.17	1.20
I.Q.R.	.44	.42	.33	.39

Goal #1 continued

(G,E,C,B) R. What personal characteristic are most useful to LMC graduates seeking employment?

61. Tact in dealing with superiors and associates.

%#1	4.0	10.0	5.0	8.4
med.	2.29	2.14	2.14	2.27
I.Q.R.	.49	.43	.36	.52

62. Pleasing personality

%#1	8.0	10.0	5.0	0.9
med.	2.64	2.77	2.83	2.67
I.Q.R.	.54	.46	.33	.48

*63. Honesty and dependability

%#1	92.0	80.0	90.0	91.6
med.	1.02	1.12	1.06	1.05
I.Q.R.	.26	.31	.28	.27

LMC GOAL STUDY - Responses to Question Basic to the Six Selected Goals

2. To develop in students mastery of the basic areas of knowledge - reading, commentary, and communication skills.
Based on Question H Response 31

Question	Response Number	Total Population	General Population	Student	LMC Faculty & Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
H.	What area of education do you feel should be most important at LMC?								
*31.	Basic area of knowledge - reading, commentary, communication skills.								
	%#1	85.0	84.6	81.8	92.1	96.0	96.7	100.0	95.3
	med.	1.08	1.09	1.09	1.02	1.02	1.02	1.00	1.02
	I.Q.R.	.29	.29	.29	.26	.26	.26	.25	.26
32.	Cultural appreciation courses such as art, literature, music.								
	%#1	8.3	8.8	8.6	3.9	4.0	3.3	0.00	4.7
	med.	2.17	2.19	2.17	2.07	2.08	2.18	2.17	2.11
	I.Q.R.	.45	.47	.45	.31	.32	.40	.33	.34
33.	Health, physical education, recreation, sports.								
	%#1	5.7	6.5	6.0	0.00	0.00	0.00	0.00	0.00
	med.	2.73	2.71	2.74	2.91	2.90	2.80	2.83	2.84
	I.Q.R.	.48	.50	.47	.29	.30	.39	.33	.33

LMC GOAL STUDY - Responses to Questions Basic to the Six Selected Goals

3. To prepare students for further education and to stimulate in them a continuing interest in obtaining knowledge.
Based on Question J Response 37 and Survey 2 (S) Question A Response 10.

Question	Response Number	Total Population	General Population	Student	LMC Faculty & Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
H. What do you feel the most important emphasis for student personal development should be?									
*37. To stimulate in students a continuing interest in obtaining knowledge.									
	%#1	75.8	72.2	80.1	89.5	84.0	90.0	95.0	92.5
	med.	1.15	1.19	1.10	1.04	1.10	1.06	1.03	1.03
	I.Q.R.	.33	.39	.30	.27	.30	.28	.26	.26
38. To help students appreciate art, literature, music, other peoples and cultures.									
	%#1	7.4	8.7	6.0	0.0	4.0	6.7	0.0	1.9
	med.	2.62	2.65	2.61	2.46	2.50	2.30	2.50	2.49
	I.Q.R.	.53	.54	.53	.50	.52	.52	.50	.51
39. To inspire students to help solve social problems.									
	%#1	15.7	18.9	10.5	9.2	12.0	3.3	5.0	3.7
	med.	2.20	2.14	2.26	2.48	2.29	2.59	2.50	2.44
	I.Q.R.	.55	.55	.53	.56	.55	.51	.53	.52
(S) A. What do you feel the most important emphasis of LMC should be?									
*10. Prepare students to enter a four-year college or university.									
	%#1	42.0							
	med.	1.71							
	I.Q.R.	.66							
*11. Prepare students through vocational studies, for employment after graduation.									
	%#1	42.4							
	med	1.67							
	I.Q.R.	.58							
12. Provide general education for students beyond high school									
	%#1	15.1							
	med	2.72							
	I.Q.R.	.57							

(S) Q. Which of the following short-range guidance services would be most helpful?

*58. Help in choosing classes.

%#1	52.0
med.	1.44
I.Q.R.	.60

59. Help in improving your study skills

%#1	34.5
med.	1.83
I.Q.R.	.58

60. Help in getting a part-time job while you study

%#1	12.9
med.	2.74
I.Q.R.	.53

(G,E,C,B)

N. What do you think would be the best means for placement of LMC graduates?

49. Brochures with pictures and information about graduates.

%#1	8.0	6.7	5.0	7.5
med.	2.68	2.53	2.44	2.68
I.Q.R.	.53	.54	.53	.52

*50. Arranged job interview with prospective employers.

%#1	80.0	83.3	95.0	79.4
med.	1.10	1.10	1.03	1.12
I.Q.R.	.30	.30	.26	.31

51. Form letters to prospective employers listing names of graduates in each vocation.

%#1	8.0	10.0	0.0	12.1
med.	2.27	2.38	2.55	2.21
I.Q.R.	.51	.56	.50	.52

LMC GOAL STUDY - Responses to Question Basic to the Six Selected Goals

5. To provide service and guidance for students in choosing a lifework, in selecting courses, and in finding employment.
Based on Question F Response 25, survey 2(S) question P Response 55 and Q Response 58, and on surveys 4-7 (G,E,C,B) Question N Response 50.

Question	Response Number	Total Population	General Population	Student	LMC Faculty & Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
F.	What student services and activities do you feel should be emphasized at LMC?								
	*25. Guidance in choosing courses and in finding employment.								
		%#1	61.5	61.0	59.9	63.2	72.0	63.3	80.0	69.2
		med.	1.30	1.32	1.31	1.28	1.19	1.26	1.12	1.22
		I.Q.R.	.48	.49	.49	.47	.38	.45	.31	.42
	26. Classes to help students who have weaknesses in their education								
		%#1	34.9	36.1	32.6	35.5	32.0	36.7	20.0	29.0
		med.	1.75	1.73	1.77	1.73	1.76	1.74	1.88	1.79
		I.Q.R.	.48	.49	.48	.48	.43	.50	.31	.41
	27. Extra curricula activities such as sports, dances, parties, etc.								
		%#1	2.8	2.5	4.5	1.3	0.0	0.0	0.0	1.9
		med.	2.95	2.95	2.94	2.96	3.00	2.96	3.00	2.98
		I.Q.R.	.27	.27	.28	.27	.25	27	.25	.26
(S) P.	Which of the following long-range guidance services would be most helpful?								
	*55. Help in choosing your lifework goals.								
		%#1	53.3							
		med.	1.42							
		I.Q.R.	.58							
	56. Help in personal and family problems.								
		%#1	4.6							
		med.	2.83							
		I.Q.R.	.33							
	57. Help in getting a job when you graduate.								
		%#1	41.2							
		med.	1.67							
		I.Q.R.	.56							

LMC GOAL STUDY - Responses to Question Basic to the Six Selected Goals

4. To serve the educational needs and interests of the adult community.
Based on Question E Response 22, Answer 4-7(G,E,C,B) Question P Response 57.

Question	Response Number	Total Population	General Population	Student	LMC Faculty & Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
E.	How do you feel LMC can best use its facilities to help the community?								
*22.	Provide classes to meet the needs and interests of adults.								
	%#1	56.5	54.4	55.4	77.6	64.0	80.0	80.0	69.2
	med.	1.37	1.41	1.37	1.14	1.28	1.12	1.12	1.20
	I.Q.R.	.64	.66	.66	.32	.50	.31	.31	.47
23.	Provide public interest programs for the community.								
	%#1	22.3	24.4	19.7	15.8	16.0	16.7	5.0	12.1
	med.	2.10	2.09	2.08	2.10	2.21	2.09	2.25	2.23
	I.Q.R.	.58	.61	.51	.47	.56	.48	.48	.54
24.	Provide for community use of college facilities.								
	%#1	20.0	20.7	21.1	7.9	20.0	3.3	15.0	17.8
	med.	2.50	2.44	2.54	2.74	2.54	2.74	2.73	2.46
	I.Q.R.	.67	.67	.70	.49	.67	.46	.56	.64
(G,E,C,B)									
P.	What do you feel the most important goals in continuing education (adult education or night classes) at LMC?								
55.	Providing cultural enrichment programs for the community.								
	%#1				4.0	10.0	15.0	12.1	
	med.				2.62	2.74	2.87	2.81	
	I.Q.R.				.51	.51	.31	.43	
56.	Providing remedial services for community members who have educational deficiencies or weaknesses.								
	%#1				32.0	30.0	15.0	21.5	
	med				1.93	1.92	2.04	1.97	
	I.Q.R.				.76	.61	.38	.43	
*57.	Providing courses for the adults of the community who need occupational and/or professional retraining.								
	%#1				56.0	60.0	80.0	65.4	
	med.				1.32	1.33	1.12	1.25	
	I.Q.R.				.50	.52	.31	.49	

LMC GOAL STUDY - Responses to Question Basic to the Six Selected Goals.

6. To use the human and physical resources of the colleges efficiently in achieving the above goals.
Based on Question I Response 34 and Question B Response 14.

Question	Response Number	Total Population	General Population	Student	LMC Faculty & Staff	Government Agency	Educators	Civic Organization	Business Industry Labor
I.	What do you feel should be the most important administrative goals of LMC?								
*34.	Provide for efficient school operation.								
	%#1	42.3	40.5	41.0	61.8	44.0	76.7	60.0	50.4
	med.	1.70	1.77	1.70	1.29	1.65	1.15	1.33	1.46
	I.Q.R.	.68	.70	.65	.52	.60	.33	.54	.57
35.	Provide for participation in administration by teachers, students and community.								
	%#1	21.7	22.9	20.8	21.1	24.0	3.3	15.0	13.1
	med.	2.43	2.36	2.46	2.25	2.70	2.84	2.79	2.79
	I.Q.R.	.69	.69	69	.65	.80	.33	.49	.46
36.	Provide education at low per-student cost.								
	%#1	35.4	36.2	36.0	17.1	36.0	20.0	25.0	36.4
	med.	1.90	1.89	1.88	2.46	1.82	2.00	1.95	1.78
	I.Q.R.	.72	.72	.74	.63	.60	.43	.45	.58
B.	What do you consider the most important emphasis for college development?								
13.	Adequate educational facilities --i.e. buildings, etc.								
	%#1	8.8	9.4	9.3	6.6	0.00	6.7	0.00	1.9
	med.	2.79	2.79	2.77	2.86	2.87	2.82	2.91	2.90
	I.Q.R.	.43	.44	.46	.32	.31	.37	.29	.30
*14.	Highly qualified faculty.								
	%#1	70.5	67.8	70.9	88.2	84.0	93.3	95.0	84.1
	med.	1.21	1.23	1.20	1.07	1.10	1.02	1.03	1.08
	I.Q.R.	.42	.47	.41	.28	.30	.26	.26	.29
15.	Modern teaching aids, material, methods.								
	7. #1	20.7	22.6	19.9	7.9	16.0		5.0	13.1
	med.	1.99	1.98	2.02	2.07	2.00	2.16	2.06	2.00
	I.Q.R.	42	.44	.43	.34	.37	.33	.31	.34

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